

October 15, 2021

Memo to Board of Regents  
From Randolph G. Moore, chair

Subject: Tenure task group report and recommendation

My recommendation is that the board agree to dissolve the tenure task group, as recommended by the task group, and refer the task group's report and other recommendations to the Committee on Personnel Affairs and Board Governance (PA&BG) to be discussed in conjunction with matters related to tenure requested by the 2021 legislature in Senate Concurrent Resolution no. 201 and for PA&BG to make a recommendation to the full board on the issue in its totality.

A copy of S.C.R 201 H.D. 1 S.D. 1 as adopted unanimously by both the House and the Senate is attached.

The title of this measure is "URGING THE UNIVERSITY OF HAWAII AND UNIVERSITY OF HAWAII PROFESSIONAL ASSEMBLY TO CONVENE A TASK FORCE TO EXAMINE AND ASSESS THE UNIVERSITY OF HAWAII TENURE SYSTEM FOR RESEARCHERS AND OTHER NON-INSTRUCTIONAL FACULTY, AND COMPENSATION STRUCTURE OF FACULTY ENGAGED IN ACTIVITIES SUPPORTED BY EXTRAMURAL FUNDING AND GRANTS, IN COMPARISON TO PEER HIGHER EDUCATION INSTITUTIONS ACROSS THE UNITED STATES; AND PROPOSE THE BEST PRACTICES TO BE IMPLEMENTED BY THE UNIVERSITY OF HAWAII."

UH's testimony on this measure was "The University of Hawai'i welcomes the opportunity to further investigate its policies and procedures regarding tenure in relation to its peers and looks forward to working with the University of Hawai'i Professional Assembly to address the points found in the resolution."

UHPA's testimony on this measure was "While UHPA appreciates the intent of the resolutions requesting the University of Hawai'i and UHPA to convene a task force to examine and assess the University's existing tenure system, there are caveats in the resolution that would interfere with UHPA's statutory collective bargaining rights as the exclusive bargaining representatives. Moreover, these are matters contained in the current 2017-2021 UHPA/Board of Regents Unit 7 Collective Bargaining Agreement. Nevertheless, we believe that the opportunity to compare and contrast the University of Hawai'i process and procedures with their peer institutions may assist in ensuring best practices are reviewed and applied appropriately. Again, UHPA appreciates the intent of the resolution SCR 201/SR166 and the opportunity to share our concerns."

Then-board chair Ben Kudo testified on April 6 on this measure as follows: "I respectfully ask for your favorable consideration and support of SCR 201, SD1 regarding the convening of a task force to study (1) tenure for researchers and other non-instructional faculty; and (2) the compensation structure of faculty engaged in activities supported by extramural funding and grants. The Board of Regents recently established a permitted interaction group ("PIG") comprised of regents, UHPA, administration and others to study tenure at the University. The scope of the regent's PIG is broader than the task groups under SCR 201, SD1, but we believe that both efforts will be complimentary as we strive to determine what tenure should be and how it fits into the University's long-term vision. Based on the foregoing, I recommend your favorable consideration of SCR 201, SD1."

As requested, and as is customary UH practice when requested by both the House and Senate, UH and UHPA have organized the task force. This is not a Board of Regents group. As requested in the

resolution, two regents are on the task force – myself as chair and Ernie Wilson as my designee in my capacity as chair of PA&BG.

While the specific charges to the BOR task group on tenure and this SCR-requested task force are not the same, there is substantial overlap in consideration of issues relating to tenure, including the SCR specifically requesting “Proposed amendments to UH’s existing tenure system and compensation structure for Researchers and other Non-Instructional faculty, incorporating the best practices implemented at the majority of peer higher education institutions across the United States, while meeting the unique needs and circumstances of this State.”

I believe the report of the BOR task group will be of use to the SCR-requested task force and I will ensure it is considered by the group. And I further believe the report of this SCR-requested task force will be of use to the regents in discussing and determining how to proceed further with the tenure issue.

If the regents are inclined to support this recommendation, the requested motion is as follows:  
*To refer the findings and recommendations of the Permitted Interaction Group on Tenure to the Committee on Personnel Affairs and Board Governance for further deliberation in conjunction with matters related to Senate Concurrent Resolution 201 from the 2021 legislative session with a request that the committee make a recommendation to the full board, and to dissolve the Permitted Interaction Group on Tenure.*

Attachment

c: UH President Lassner  
UHPA Executive Director Fern

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# SENATE CONCURRENT RESOLUTION

URGING THE UNIVERSITY OF HAWAII AND UNIVERSITY OF HAWAII PROFESSIONAL ASSEMBLY TO CONVENE A TASK FORCE TO EXAMINE AND ASSESS THE UNIVERSITY OF HAWAII TENURE SYSTEM FOR RESEARCHERS AND OTHER NON-INSTRUCTIONAL FACULTY, AND COMPENSATION STRUCTURE OF FACULTY ENGAGED IN ACTIVITIES SUPPORTED BY EXTRAMURAL FUNDING AND GRANTS, IN COMPARISON TO PEER HIGHER EDUCATION INSTITUTIONS ACROSS THE UNITED STATES; AND PROPOSE THE BEST PRACTICES TO BE IMPLEMENTED BY THE UNIVERSITY OF HAWAII.

1 WHEREAS, the University of Hawaii is the only system of  
2 public education in the State that is supported by state funds,  
3 uses public land set aside for university purposes, and is  
4 continually supported by other public resources; and  
5

6 WHEREAS, the University of Hawaii has historically embraced  
7 a three-part mission that includes education (teaching),  
8 scholarly work (research), and service; and  
9

10 WHEREAS, pursuant to section 304A-1002, Hawaii Revised  
11 Statutes, and University of Hawaii Board of Regents Policy  
12 No. 9.202, the University of Hawaii classifies its faculty into  
13 seven categories, including "I" (Instructional faculty),  
14 "R" (Researchers), "S" (Specialists), and "A" (Extension  
15 Agents); and  
16

17 WHEREAS, peer higher education institutions in the United  
18 States have only three classifications: Professors, Assistant  
19 Professors, and Associate Professors; and  
20

21 WHEREAS, the University of Hawaii grants to certain faculty  
22 members academic tenure, which is defined by the American  
23 Association of University Professors as an indefinite  
24 appointment that can be terminated only for cause or under



1 extraordinary circumstances such as financial exigency and  
2 program discontinuation and from which the modern concept of  
3 tenure in United States higher education originated; and  
4

5 WHEREAS, according to the American Association of  
6 University Professors, the tenure system for higher education in  
7 the United States has eroded, where the percentage of faculty  
8 members that are off tenure-track has been steadily increasing,  
9 and as of 2016:

- 10 (1) Only twenty-seven percent of instructional positions  
11 at all United States institutions combined are tenured  
12 or on tenure-track; and  
13
- 14 (2) Only a third of faculty at research-intensive and  
15 other four-year institutions are tenured or are on  
16 tenure-track; and  
17

18  
19 WHEREAS, as the sole public system of higher education in  
20 the State, the University of Hawaii plays a pivotal role in  
21 preparing its students for productive employment in the State's  
22 workforce and to become engaged citizens of the community; and  
23

24 WHEREAS, an educated workforce is a critical determinant of  
25 the economic and social health of the State, and therefore, the  
26 ability to instruct, educate, and prepare students to enter the  
27 workforce are indispensable skills that should be supported by  
28 public funds; and  
29

30 WHEREAS, the University of Hawaii currently grants academic  
31 tenure to not only Instructional faculty members who teach and  
32 provide instruction to students, but also to Non-Instructional  
33 faculty including Researchers, Specialists, and Extension  
34 Agents, who are not employed in a teaching capacity; and  
35

36 WHEREAS, Researchers at peer higher education institutions  
37 do not receive tenure and are required to bring in extramural  
38 funding, i.e., monies received through grants or contracts, to  
39 pay approximately forty to eighty percent of their compensation;  
40 and



1 WHEREAS, the growth in extramural funding generated by  
2 faculty and administrators at the University of Hawaii is now  
3 approaching \$500,000,000 per year, which exceeds monies  
4 generated by major economic sectors such as agriculture; and

5  
6 WHEREAS, the sources of funding that support tenured  
7 Researchers are as follows, with extramural funding accounting  
8 for just 16.2 percent:  
9

- (1) General fund 72.5 percent;
- (2) Direct extramural funding 16.2 percent;
- (3) University of Hawaii Tuition and Fees Special Fund 8.0 percent;
- (4) Indirect extramural support through the Research and Training Revolving Fund 0.3 percent; and
- (5) Other miscellaneous sources 3.0 percent; and

10  
11 WHEREAS, concerns have been raised over the fact that  
12 monies from the general fund and University of Hawaii Tuition  
13 and Fees Special Fund account for over eighty percent of support  
14 for tenured Researchers at the University of Hawaii; and

15  
16 WHEREAS, according to the University of Hawaii:

- 17 (1) Academic tenure serves as a critical component in:
  - 18 (A) Recruiting and retaining the most qualified and  
19 experienced faculty while maintaining high  
20 academic standards;
  - 21 (B) Advancing and transmitting knowledge without bias  
22 and interference from government or special  
23 interest groups; and
  - 24 (C) Protecting a faculty member's right to academic  
25 freedom;
  - 26
  - 27
  - 28
  - 29



- 1           (2) The University of Hawaii's decision to grant or deny  
2           academic tenure to a faculty member is usually made  
3           after a probationary service period of up to  
4           seven consecutive years during which the candidate is  
5           rigorously assessed and evaluated by respective peers  
6           and administrators based on various criteria;  
7
- 8           (3) All faculty have an expectation of engaging in  
9           productive and meaningful research and scholarship,  
10          including Instructional Faculty, many of whom are  
11          among the most impactful and productive researchers  
12          and scholars;  
13
- 14          (4) Many Researchers teach courses and mentor students,  
15          even if instructional duties are not described in  
16          their job descriptions as a primary duty; and  
17
- 18          (5) There is a need for a more structured and rigorous  
19          approach to acknowledge and recognize the complex and  
20          diverse work of faculty across the University of  
21          Hawaii, as many faculty members whose job descriptions  
22          do not explicitly include instructional duties,  
23          including Researchers, Specialists, and Extension  
24          Agents, engage in instruction and mentorship of  
25          students; and  
26

27           WHEREAS, article X, section 6, of the Hawaii State  
28           Constitution, which grants the Board of Regents of the  
29           University of Hawaii exclusive jurisdiction over the internal  
30           structure, management, and operation of the University of  
31           Hawaii, specifically provides that the power of the Legislature  
32           to enact laws of statewide concern shall not be limited and that  
33           the Legislature shall have the exclusive jurisdiction to  
34           identify laws of statewide concern; and  
35

36           WHEREAS, the University of Hawaii's decision to classify a  
37           faculty position as one eligible for academic tenure results in  
38           the long-term commitment of public resources for that position,  
39           and therefore, it is a matter of statewide concern to ensure  
40           that public resources are targeted to support academic tenure  
41           for faculty members whose primary duties and responsibilities



1 are to provide instruction to educate and promote the success of  
2 students enrolled at the University of Hawaii; now, therefore,  
3

4 BE IT RESOLVED by the Senate of the Thirty-first  
5 Legislature of the State of Hawaii, Regular Session of 2021, the  
6 House of Representatives concurring, that the President of the  
7 University of Hawaii and Executive Director of the University of  
8 Hawaii Professional Assembly are urged to convene a task force  
9 to examine and assess the University of Hawaii's:

10  
11 (1) Tenure system for Researchers and other Non-  
12 Instructional faculty; and  
13

14 (2) Compensation structure for faculty engaged in  
15 activities supported by extramural funding, including  
16 Researchers, Specialists, and Extension Agents,  
17

18 in comparison to peer higher education institutions across the  
19 United States, and propose the best practices to be implemented  
20 by the University of Hawaii; and  
21

22 BE IT FURTHER RESOLVED that the task force is requested to  
23 include the following as members:  
24

25 (1) Chairperson of the Board of Regents of the University  
26 of Hawaii or the Chairperson's designee, who is  
27 requested to serve as the chairperson of the task  
28 force;  
29

30 (2) President of the University of Hawaii or the  
31 President's designee;  
32

33 (3) Vice President for Research and Innovation of the  
34 University of Hawaii or the Vice President's designee;  
35

36 (4) Executive Director of the University of Hawaii  
37 Professional Assembly or the Executive Director's  
38 designee;  
39

40 (5) Associate Executive Director of Governance of the  
41 University of Hawaii Professional Assembly or the  
42 Associate Executive Director's designee;



1 (6) Chairperson of the Committee on Personnel Affairs and  
2 Board Governance of the Board of Regents of the  
3 University of Hawaii or the Chairperson's designee;  
4 and

5  
6 (7) Director of Collective Bargaining and Employee  
7 Relations of the University of Hawaii's Office of  
8 Human Resources or the Director's designee; and  
9

10 BE IT FURTHER RESOLVED that the task force is requested to  
11 submit a report of its findings and recommendations, including  
12 any proposed legislation, to the Legislature no later than  
13 twenty days prior to the convening of the Regular Session of  
14 2022; and  
15

16 BE IT FURTHER RESOLVED that the task force is urged to  
17 include in its report, at minimum:  
18

19 (1) A matrix of the University of Hawaii's Non-  
20 Instructional faculty positions, including  
21 Researchers, providing:  
22

23 (A) Total number of faculty members categorized as  
24 Researchers and each of the other Non-  
25 Instructional faculty categories;  
26

27 (B) A breakdown of faculty members in each of the  
28 Non-Instructional faculty categories based on  
29 faculty category, tenure status (tenured, tenure-  
30 track, or non-tenure track) and full- or part-  
31 time status, e.g., Researchers, Tenured, Full-  
32 Time - number of faculty; and  
33

34 (C) The percentage of tenured and tenure-track  
35 faculty members in each of the Non-Instructional  
36 categories, including Researchers;  
37

38 (2) Assessment of the following items for the University  
39 of Hawaii, in comparison to the majority of peer  
40 higher education institutions across the United States  
41 (unless otherwise stated), including an explanation on  
42 the reasonableness, necessity, and feasibility of the



1 University of Hawaii's composition, system, and  
2 policies:

3  
4 (A) Composition (percentage) of tenured and tenure-  
5 track faculty within each of the Non-  
6 Instructional faculty categories, including  
7 Researchers;

8  
9 (B) Composition (percentage) of the source of  
10 funding, including extramural funding, for  
11 compensation received by tenured and tenure-track  
12 faculty within each of the Non-Instructional  
13 faculty categories, including Researchers;

14  
15 (C) Tenure system for Researchers and other Non-  
16 Instructional faculty, including policies,  
17 practices, standard/benchmark criteria, duration  
18 of assessment, and administrative procedures; and  
19

20 (D) Research designation and standing, including  
21 explanation of specific merits to the State by  
22 the University of Hawaii having a certain  
23 research designation or standing; and  
24

25 (3) Proposed amendments to the University of Hawaii's  
26 existing tenure system and compensation structure for  
27 Researchers and other Non-Instructional faculty,  
28 incorporating the best practices implemented at the  
29 majority of peer higher education institutions across  
30 the United States, while meeting the unique needs and  
31 circumstances of this State; and  
32

33 BE IT FURTHER RESOLVED that the task force is requested to  
34 dissolve on July 1, 2022; and  
35

36 BE IT FURTHER RESOLVED that certified copies of this  
37 Concurrent Resolution be transmitted to the Chairperson of the  
38 Board of Regents of the University of Hawaii, President of the  
39 University of Hawaii, and Executive Director of the University  
40 of Hawaii Professional Assembly.



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## testimony on PIG Resolution on tenure

3 messages

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**Jan Lubin** <lubin@hawaii.edu>  
To: bor.testimony@hawaii.edu

Fri, Sep 17, 2021 at 4:00 PM

All current "I" faculty would be considered "F" positions, and all the "S" positions would be considered FSE. That would mean that all current "F" positions would maintain current "I" policies and procedures.

What is the "C" What happens to those "S" designated faculty classification? Are "C" designated faculty as well as "S" designated faculty under the FSE designation? What happens to the "S" designated faculty who already received tenure or are applying for tenure or promotion this year?

No one on the PIG was faculty staff or civil service. Why wasn't the procedure for civil service and APTs for permanency and promotion discussed? Members of the committee should have included someone from each of the designations that were being folded into the FSE, FR or FNC designations. and look at the requirements for establishing permanency in the other classifications.

Looking at the documents being distributed to the Board by the PIG:

### **Policy RP9.201. Section B:**

**Item 2:** Are there many disciplines where a person in one could qualify without exception to teach in another?

For accreditation we need to show how many full-time faculty vs. lecturers are employed. From RP 9.022 it appears that lecturers are classified as FR. Is this correct?

What are casual hires? FNC (9.202)?

How do you define "is successful and relevant in contributing to the institutional mission and goals?"

Item 3: In this document, tenure criteria is anything but clear.

Item 5: This item is totally for E/M positions and is entirely eliminated. All E/M positions are at will, but is it fair if the E/M is let go, but his or her is has been exemplary and/or beneficial to the university that they have no fall back position? That's a philosophical argument, but one that should be taken into account, and could be one of the most politicized elements Regents Policy RP 9.201.

No discussion of Civil Service or APT - Why?

Policy RP 9.202

Item 2.3: A detailed classification plan should be developed through shared governance, not solely by the president.

RP 9.213

Item B: Isn't this what we do now.

Item C: Why do you need this section? Isn't that already established with the Annual Assessments and 5-Year Program Reviews? Modify those policies. It has nothing to do with tenure or promotion.

Item D: Again procedures should be decided through negotiation between the union, the State, and the employer (The UH System), not the president.

If I had a vote, I would vote against the resolution as it just restates those items enunciated in the policies attached.

--

Jan M. Lubin, Director  
Office of Planning and Program Evaluation  
Windward Community College  
45-720 Kea`ahala Road  
Kane`ohe, Hawai`i 96744  
(808) 235-7456

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## Testimony in Opposition to the Report of the Permitted Interaction Group on Tenure

3 messages

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**Cynthia Reeves** <reevesc@hawaii.edu>  
To: bor.testimony@hawaii.edu

Fri, Sep 17, 2021 at 10:29 AM

My name is Cynthia Reeves, PhD, MPH, and I am the Maui County Administrator for UH Mānoa CTAHR. I have worked in Extension nearly my entire career, at the State level, as a Nutrition Extension Specialist at the University of Maryland, College Park; as the Director of Nutrition and Family and Consumer Sciences at the United States Department of Agriculture-National Institute of Food and Agriculture (USDA-NIFA), and for the past seven years at the County level, as the Maui County Administrator for the University of Hawai'i (UH). I strongly believe that UH Extension faculty should be able to achieve tenure similar to every other Research or Instructional faculty member within the UH System, or it could be to the detriment of not only our University but also the communities UH currently serves, as the "face" of the University of Hawaii System in local communities across the State. **Therefore, this testimony is being submitted in opposition to the changes proposed in the report overall, but especially to Board of Regents Policy RP 9.202, additions in Red, item E #2c, on pages #2-3 of 9.**

The University of Hawai'i (UH) is a proud Land-Grant institution, established under President Abraham Lincoln in 1862, with the same tri-partite mission as every other Land-Grant institution in every US State and Territory, that of providing Research, Education and Extension. Extension is not an afterthought or a program to be siloed as a "support" effort to our institution, indeed, it is one of the three primary bedrocks of every Land-Grant institution throughout the United States of America. Extension is even broader than that, however, since it's part of a Federal, State and County partnership, with our federal partner being the USDA National Institute of Food & Agriculture (USDA-NIFA). Extension is also a critical part of the Association of Public and Land-Grant Universities (APLU). The University of Hawaii should feel proud to be part of such an exclusive network of university outreach and information to the masses, as Extension was established to be due to the incredible foresight of our forefathers.

UH Extension faculty are highly qualified, with master's and PhD degrees, and are committed to providing the citizenry of Hawai'i with outreach education, applied research and consultation that provides critical added economic development value to our State. They are as rigorously recruited and selected as any other UH faculty member, and they are just as deserving of the possibility of achieving tenure as every other faculty member throughout the UH System.

Extension is the outreach arm of the University of Hawai'i, and in every County, Extension faculty are the face of the University that the citizenry recognizes, interacts with and supports. People know the 4-H program, the Master Gardener program, and our Federally supported programs, the Expanded Food and Nutrition Education Program (EFNEP), the Supplemental Nutrition Assistance Program (formerly Food Stamps) (SNAP-Ed program). They rely on our faculty expertise to help our growers, in person and within their own communities, with the latest invasive insect, fungus or pathogen decimating their crops or hotel landscaping, or identifying the forage weed that is causing their livestock to fall sick and die, or our intergenerational educational outreach programs to families and communities, and to our benefit, they will speak to their State legislators whenever they feel these programs are being threatened or require additional funding support.

The UH Extension faculty are passionate about what they do. They are proud to be associated with the University of Hawai'i and they are committed to taking the science evolving at the University and applying it in all communities across the state of Hawai'i, for the betterment of all. They deserve to be included in the tenure system and to be awarded tenure as an equal to proposed "F" tenure classified faculty.

For your further consideration, I provide the following justifications for the continuation of tenure for Extension faculty at the University of Hawai'i:

1. If the BOR follows through with this proposal, UH will be the only institution in this vast Extension network, in every State of the country, that does NOT provide tenure for Extension faculty. This will significantly negatively impact the retention of our current faculty, as well as our ability to recruit Extension faculty in the future.
2. Extension faculty salaries are paid largely through the USDA-NIFA Smith-Lever funding, so even though they have minimal or no Research or Instruction appointments, they are also not a drain on the University salary funds for faculty.
3. Extension faculty bring in significant additional grant-funding to the University to support their programs, even though they have no formal Research appointment. This year, just in Maui alone, two of our Agents have been successful obtaining nearly \$1M in USDA-NIFA grants to support their programs, and many others have obtained other grants at the State and County levels as well.
4. The Extension program is directly related to several USDA-NIFA Federal Funding sources for the University of Hawaii, and if our Extension program is weakened due to loss of current faculty combined with an inability to recruit, it could have an impact on the amounts of federal funding we receive as well. For example, in 2020 those funds contributed a total of \$3.9M to the University as follows: Smith-Lever: \$1,455,521, EFNEP: \$352,666, Hatch Regular: \$1,173,206, Hatch Multi: \$542,113, McIntire Stennis: \$330,557, RREA: \$46,449

I thank you all for your service and for your due diligence on this issue, and I appreciate the care and thoughtfulness that has gone into the development of this report and the proposed policy revisions. But as a Land-Grant University, in a system that was established nearly 160 years ago, I ask for your recognition of Extension as a critical part of the Land-Grant tripartite mission of Research, Instruction & Extension as it was originally established; as well as your reconsideration of Extension faculty as an equal in the tenure system of the University of Hawai'i, with related revisions made to these proposed changes in policy RP 9.202, prior to your vote on its acceptance in October.

Sincerely,

***Cindy Reeves, PhD, MPH***

Maui County Administrator

UH CTAHR Cooperative Extension

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Kahului, HI 96732

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## RE: Permitted Interaction Group on Tenure

4 messages

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**Jonathan K Osorio** <osorio@hawaii.edu>  
To: BOR Testimony <bor.testimony@hawaii.edu>

Tue, Sep 21, 2021 at 2:23 PM

Aloha to the University Board of Regents  
Thank you for accepting my testimony on this matter.

Respectfully  
Jon Osorio, Dean HSHK

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**Testimony opposing the Resoluton on Tenure from the Permitted Interaction Group.pdf**

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UNIVERSITY  
of HAWAII®  
MĀNOA

Hawai'inuiākea School of Hawaiian Knowledge  
Office of the Dean

September 20, 2021

TO: Chairman Randolph Moore  
University of Hawai'i Board of Regents

FROM: Dean Jonathan K Osorio *Jonathan K Osorio*  
Hawai'inuiākea School of Hawaiian Knowledge

RE: Permitted Interaction Group on Tenure

Aloha mai e Regent Moore

As someone who has been a part of this university for nearly fifty years as an undergraduate, graduate student, teaching assistant, instructor, tenure track professor and lately as dean of the School of Hawaiian Knowledge, I know something about the teaching and research that makes UH Mānoa so valuable to this society. By this society, I mean Hawai'i, a place that is unique within the American sphere for its recognition of human dignity across cultures and ancestries, a place where significant social, economic and political change has occurred peacefully, multiple times in the history of our residence.

One key, perhaps the most important key to the 20th century transformation of Hawai'i from a near feudal plantation society to a prosperous, innovative and progressive state was the University of Hawai'i system, the affordable and excellent education that once defined us and the areas of study and research in which UH has shown world class leadership: Asia, Pacific Islands, oceanography, microbiology, languages, tropical agriculture, indigenous and environmental law, international business, ethnic studies, peace studies, indigenous politics and geography, Hawaiian studies and language, and yes, astronomy.

All of these are areas where one might say, we should enjoy a geographical or historical advantage. But it took productive and innovative faculty being enticed to this university over decades to actually create these areas of excellence. And it also took the hard work and diligence of our instructors and professors in the community colleges and in the liberal arts departments at Mānoa who would teach our undergraduates how to research and how to communicate, how to understand the histories and cultures of the peoples in Hawai'i, ultimately, how to see themselves as scholars and innovators, as community resources and entrepreneurs, and to be able to recognize the value of life in Hawai'i.

Despite more than a decade of diminishing support from the state legislature exacerbated by the COVID driven economic shutdown, this university shifted its teaching format to online and hybrid and back again. The faculty developed and then redeveloped protocols for returning to campus, endured a crippling sweep of positions that showed no discretion or rationale, and still works to innovate and accept needed change to our general education while somehow planning for a fully accredited university. They have done all this in the face of debilitating cuts that no other state agency has had to endure,

But the Board of Regents thinks that the problem is tenure?

Even if this is just of an example of low hanging fruit for a Board that is justifiably nervous of taking on a couple of maverick senators, please understand the effect this resolution has had on faculty morale. If the Board wants a serious conversation about what is wrong with how we earn tenure and how we review our faculty, then this sort of committee must do the proper research, precisely what the Higher Education senator did not do when she ordered up a list of faculty that did not teach and threatened their jobs. That research must take place with real faculty and real departments and understand the complexities of comparative analysis when you are dealing with departments as different as Environment and Natural Resource Management and Hawaiian Language. This is actually what we teach our students to do.

We are in the midst of change. Ask the departments and colleges to seriously undertake an analysis of tenure and review that is, after all, protected by their contract. If changes are to be made in how and who earns tenure, it needs to be done through negotiation with the faculty and their union, and for the Board to be dictating this with almost no supporting evidence for any of the claims and assumptions made by the Permitted Interaction Group risks so much: a fight with the union; the loss of accreditation; and the subsequent loss of faculty and students; for almost nothing in return.

I echo the suggestions made by other testimonies on this matter. Shelve the committee report and ask for a university wide conversation on tenure and review. Or just shelve the report and continue to help us figure out how to do our work in the face of a more than 100 million dollar cut over the next four years.

From: **David Karl** <[dkarl@hawaii.edu](mailto:dkarl@hawaii.edu)>  
Date: Wed, Sep 22, 2021 at 4:36 PM  
Subject: PIG on Tenure written testimony  
To: Randolph Moore <[rgmoore@hawaii.edu](mailto:rgmoore@hawaii.edu)>, Kendra Oishi <[kendra65@hawaii.edu](mailto:kendra65@hawaii.edu)>

Dear Chair Moore. I attach my written testimony on the pending BOR matter regarding the PIG on Tenure. Thanks for your continued leadership of the Board and for your support of UH.

aloha  
Dave K.

--  
David M. Karl  
Professor of Oceanography  
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Professor David M. Karl  
Center for Microbial Oceanography: Research and Education (C-MORE)  
1950 East-West Rd. • University of Hawai'i at Mānoa • Honolulu, HI 96822  
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22 September 2021

Dear Chair Moore and UH Board of Regents members:

I am writing to respectfully urge you to vote against the “PIG on Tenure” resolution which also proposes to consolidate all Tenured and Tenure-track faculty under a single “F” designation. Approval of this misguided proposal would lead to a detrimental reduction in the research enterprise on the Mānoa campus, a loss of the hard-earned competitive advantage and international reputation of selected academic programs, a negative impact on the local economy due to loss of research revenue and jobs, and probable loss of our prestigious research-intensive (R1) status in the Carnegie ranking of the colleges and universities. For these and many other reasons presented by concerned UH faculty, staff, and administration, this resolution and task force recommendations must be defeated.

In 1862, President Abraham Lincoln signed the Morrill Land Grant Act into law which facilitated the establishment of universities and colleges throughout the country including the creation, in 1907, of a land grant college of agriculture and mechanic arts in the territory of Hawai'i. While there was debate about where to site our first college (Kona, Lahaina, or Honolulu), lower Mānoa valley was eventually selected as the home for the new College of A&M of Hawai'i. Everyone agreed that education, training, and research in agriculture and mechanic arts (i.e., ag-engineering) were vital to the Territory, to the Nation, and to the world. From our humble origins, research has always been part of our mission. In 1911, the name was changed to the College of Hawai'i and, in 1919, the Territorial legislature passed an act that transformed the College of Hawai'i into the University of Hawai'i with more comprehensive education, training, and research in the arts and sciences. At that time, and throughout the University's 100+-year history, success was achieved because of visionary leadership and collaboration among the faculty, the University administration, the Board of Regents, and the Territorial and, since 1959, State legislature. We were all on the same team pulling together with a common goal of making the University of Hawai'i one of the great public universities of our Nation, a higher education “hukilau.” If any one of the team members faltered, or pulled in the wrong direction, the mission and the vision were compromised. Research that mattered to the economic, social, and intellectual well-being of the State would be temporarily put on hold, or worse. For example, in the early 1970s, UH President Harlan Cleveland was frustrated with the gap between UH's potential for greatness and the reality of State funding and other administrative barriers. His assessment of the situation was “Excellence minus five years, and holding.” And I should add that Cleveland was a career diplomat in the John F. Kennedy and Lyndon Johnson administrations, so one can only imagine what he really must have thought about the dire situation at that time. But for the most part, the University has enjoyed strong and unwavering support from the Board of Regents and the State of Hawai'i legislature. This has led

to enormous growth in the stature, quality, scholarship, and research achievement of the faculty of the Mānoa campus.

Throughout the last century, and especially since the creation of specialized organized research units (ORUs) and the Research Corporation of the University of Hawai'i during the impactful "Robert Hiatt era" (1943-1969), the University faculty have been increasingly successful at competing for extramural research and training grants now totaling more than \$400 million annually. The current flexibility in faculty designations and responsibilities, ranging from those who excel in classroom instruction to those on the cutting edges of disciplinary research, is a major reason for our success and current Carnegie Foundation for the Advancement of Teaching designation as a doctoral granting institution with highest research activity – the gold standard for ranking of excellence in higher education. The Carnegie Foundation rankings are reviewed every five years, and there is no guarantee that UH will retain the research-intensive stature in the future. The PIG tenure and faculty designation resolution, if approved, could lead to a loss of our current research intensive stature. Perhaps the most notable research benchmark in the 100+-year history of UH was the creation of the School of Ocean and Earth Science and Technology (SOEST) in 1988. The visionary leadership of UH President Albert Simone and the strong support of the Board of Regents Chair Gladys Brandt, the State legislature, and Governor Waihee was an unprecedented hukilau, and an excellent example of what can be achieved when everyone works in support of a common goal. In his letter to Lorenz Maggaard (Marine Council Chair) dated 11 December 1987, announcing faculty senate approval of his proposal to create SOEST, Simone went on to say "It appears that now, the future is ours" and that the stage is set for "attaining the high standards of excellence that we have established for ourselves in this field." Last year, and averaged over the 11 years prior to that, SOEST researchers (including I, R, and S faculty) have raised ~\$100 million annually in extramural support, while conducting a broad portfolio of research that matters. Most SOEST R faculty support a variable (from 25-100%) portion of their own salaries from extramural funds, with total grants generally exceeding 10-50 times more than the State-funded portion of their salary. The scale and scope of research faculty should be increased, not eliminated, if the goal is to promote UH as a premier institution conducting relevant research and training and enhancing economic diversification. Indeed, during her relatively brief tenure as UH President (2009-2013), M.R.C. Greenwood established and promoted the University of Hawai'i Innovation Initiative (HI<sup>2</sup>) with the goal of expanding the research enterprise to \$1 billion annually, in part by hiring 50 world-class faculty conducting research in disciplines that matter to the State, the Nation, and the world. Professor Ed DeLong was the first of these "star hires." He soon became the co-principal investigator for a \$60 million, 10-year center of research excellence in the field of microbial oceanography. Greenwood's vision was, unfortunately, not shared by everyone on the broader leadership team, so it was never fully implemented. With Greenwood's departure, we also lost hope of membership in the prestigious Association of American Universities (AAU), the organization of 66 distinguished public and private research universities dedicated to improving human life through education, research, innovation, and scholarship.

In the final analysis, proposals like the current misguided, even draconian, resolution on tenure and faculty classification are almost certain to fail once more informed, factual input is received from UH faculty, staff, and administrators. Those who wish to destroy the very fabric of the University that makes it great – its faculty, and the students they educate and train – will

never survive because the University is a self-correcting system. Ineffective administrators will be censored and replaced through faculty dissent, and ineffective legislators will be replaced by the voting public. It may take months, or even years, but the University will endure and continue to serve as a clearinghouse for the creation and dissemination of knowledge, as an economic force, and as a place to continue to conduct research that matters.

“Learn from yesterday, live for today, hope for tomorrow” (Albert Einstein). Are you prepared to vote for continued UH excellence in research, or will you pull our shared vision apart? Our future is now in your hands.

Respectfully,

A handwritten signature in blue ink that reads "David M. Karl". The signature is written in a cursive, flowing style.

David M. Karl  
Professor, Oceanography  
Director, C-MORE

## Public Testimony Form - University of Hawaii Board of Regents

*Please provide your testimony on this form for the next University of Hawaii Board of Regents meeting. Make sure you include all the requested information so that the Board of Regents is able to clearly understand the testimony provided.*

Your Name (required) \*

STEPHANIE TEVES

Your Organization (optional)

Department of Women, Gender, & Sexuality Studies - University of Hawai'i at Mānoa

Your e-mail address (in case we need to reach you) \*

tevesste@hawaii.edu

Board of Regents Agenda Item (required) \*

BOR VIII.A. Report of the Tenure Permitted Interaction Group (For Information Only – No Board deliberation or action will occur at this meeting, pursuant to Section 92-2.5(b), Hawai'i Revised Statutes. Deliberation and decision making will occur at the next Board meeting.)

Your Position (required) \*

Oppose

Your Testimony/Comments

Your Testimony (pdf or word)

[WGSS testimony.9.22.21.docx](#) (14.2 kB)

September 23, 2021

Dear Board of Regents,

We are writing to express the unanimous opposition of the faculty in the Women, Gender, and Sexuality Studies (WGSS) Department to the proposed changes in tenure in the Task Group report. It poses many dangers to UH's continuing excellence. It will harm our ability to recruit and retain strong faculty, since the new "fake tenure" situation will not be able to compete with actual tenure elsewhere. It promises a massive increase in administrative positions, now that a big pool of people who do not teach and do not conduct research will be needed to periodically judge the work of those of us who do.

In addition, the WGSS Department is particularly concerned about a further devastating impact: the elimination of actual tenure could well make our campus into a hostile environment for feminists, queer scholars, Native Hawaiians, people of color, and others whose teaching and research addresses present and past injustices and seeks redress. We encourage the BOR to appreciate the history of innovative teaching and research that was initially viewed with hostility by administrators but later turns out to change disciplines and create new fields of inquiry.

Our department is one such field: we started out as Women's Studies in the 1970s, and recently became Women, Gender, and Sexuality Studies in the 1990s, and since then we have developed into widely respected fields of research around the world. We meet the needs of students seeking to understand the worlds of gender and sexuality that they inhabit, and to make those worlds better, more just, more free, for everyone. We meet the needs of institutions in our communities who need workers knowledgeable about how gender and sexuality work. We meet the needs of the university to create and share new knowledge.

The proposed changes threaten the academic freedom of future hires in our department. This threatens all of us, as we are a collegial body who work together for our collective development. We strongly urge the BOR to reject the Task Group's recommendations.

Thank you.

Department of Women, Gender, & Sexuality Studies  
University of Hawai'i at Mānoa



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## Testimony about Report of the Permitted Interaction Group on Tenure

2 messages

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**Garrett Apuzen-Ito (EARTH Dept Chair)** <earth@hawaii.edu>

Fri, Sep 24, 2021 at 12:17 PM

To: bor.testimony@hawaii.edu

Cc: kendra65@hawaii.edu

Dear Chairman Moore and members of the BOR,

I would appreciate your considering the attached written testimony expressing concerns with the report of the Permitted Interaction Group on Tenure.

Mahalo for the leadership and all that you do to support excellence in research and higher education that is so vital to our state.

Aloha,

Garrett

--

Garrett Ito

Chair, Department of Earth Sciences

[1680 East-West Rd.](#) POST 810

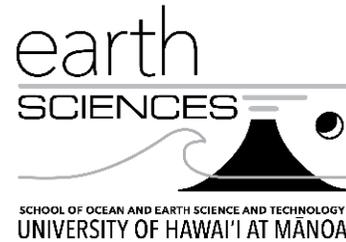
University of Hawaii

Honolulu, HI 96822

voice: 808-956-9717; [email:earth@hawaii.edu](mailto:earth@hawaii.edu)



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Date: September 24, 2021

To: Randolph G. Moore, Chairman of the UH Board of Regents

From: Garrett Ito, Chair, Department of Earth Sciences

Re: Permitted Interaction Group On Tenure—concerns with the proposed BOR policies:

RP9.201, III.B.2 on “enrollment requirements” in the criteria for tenure;

RP9.202, III.E.2.a on the removal of faculty “R” and “I” (“M”, “J”) classifications, and

RP9.202, III.E.2.c on the removal of tenure for “S” faculty.

I appreciate the efforts of the individuals assigned to the Task Group for reviewing faculty tenure. However, I am concerned that the above proposed policy changes will undermine the scientific research that brings reputed excellence to the University. Serving a relatively small population in the only ocean-island U.S. state, Hawai‘i’s single R-1 university campus MUST take on an usual diversity of roles, in contrast to mainland states served by multiple campuses or neighboring state universities. Related to this, the University of Hawai‘i, has been a global leader in numerous areas, especially those pertaining to our own ocean-island setting; and that leadership has largely been enabled by the diverse faculty classifications that this resolution proposes to eliminate.

The faculty within the Dept. of Earth Sciences—mostly I with 50% R duties—have, for several decades, engaged in a variety teaching, student mentoring, and research activities, including in collaboration with R- and S-faculty in ORU’s within, as well as outside of SOEST. We and our partners have, for example:

- Quantified rates of shoreline change and beach erosion in Hawai‘i, and identified areas of low-lying Honolulu subject to flooding as a result of sea level rise;
- Measured how eruptive behavior and magma composition and temperature evolved during the 2018 Kīlauea eruption crisis, thus contributing to knowledge that informs of risks of future eruptions;
- Mapped how the 2018 M6.9 Kīlauea earthquake deformed the volcano surface and interior, thus making different areas prone to future earthquakes and seaward sliding;
- Quantified the risk of giant earthquakes near the Alaska-Aleutian islands that can generate dangerous trans-Pacific tsunamis;
- Discovered evidence for geothermal resources on all of our islands, which could provide the day-and-night, steady power needed to meet Hawai‘i’s ambitious renewable energy goals;
- Documented where waste from cesspools and agricultural by-products seep into the coastal waters, posing risks to people and the near-shore habitats that are so vital to our economy;
- Characterized the structure of the rock that influences how water supplying Honolulu’s largest freshwater aquifer seeps through the ground in the vicinity of U.S. Navy’s Red Hill Fuels storage facility;
- Revealed how water usage and climate change is impacting the fresh water supplies to the state’s aspiring farming industry, including small family farmers.

These are the sorts of activities that inform our place-based education curricula, and have provided the student research training for individuals such as Alyssa from Kaua‘i, Brytne from King Kekaulike H.S. on Maui, Diamond from the UH Lab School, Justin from Maryknoll

School, Taylor from Kaiser H.S., and Haunani, Kristian, and Kammie from Kamehameha H.S., to name a few. Yet those research activities may not have occurred had UH's ORUs not been able recruit the top researchers involved into their current R- and S-positions. I also note that the one tenured S-faculty in my department has been recognized with a Chancellor's award as well as a BOR award for excellence in teaching.

The BOR policy must support the distinct roles currently filled by I- and R-faculty, and enable the same protections of academic freedom for faculty that currently serve in S roles. Decisions for tenure-track hires or the granting of tenure for R- and S-faculty should not be judged based on the same "enrollment requirements" as I-faculty, especially I-faculty in units who, by nature of discipline, support above-average enrollment. Echoing Dean Brian Taylor's testimony, faculty in our I-, R-, and S-positions contribute vitally, yet distinctly to "*the current mission and priorities of the university and the State*". These distinct roles must continue to be supported.

Out of no disrespect to the effort put forth by the Task Group, I ask the BOR to vote "no" on their resolution.

Sincerely,

A handwritten signature in black ink, appearing to read "Garrett Ito". The signature is written in a cursive, flowing style.

Garrett Ito

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## Opposing the REPORT OF THE PERMITTED INTERACTION GROUP ON TENURE

2 messages

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**Siobhán Ní Dhonacha** <dhonacha@hawaii.edu>  
To: BOR Testimony <bor.testimony@hawaii.edu>

Fri, Sep 24, 2021 at 6:33 PM

Aloha kākou,

I hope this email finds you well.

I write with a heavy and disappointed heart as a Faculty member who has worked tirelessly and with dedication during my work history, and especially since the very challenging SARS-CoV-2 pandemic began and is continuing.

This workload includes advising, teaching, research, giving presentations (locally, nationally and internationally), publishing, recruitment, outreach, meeting with students and parents, program planning, writing significant numbers of letters of recommendation, helping to plan post-graduate pathways, working with the community, serving on the UHM Truth, Racial Healing and Transformation Campus Center Design Team, serving as a Faculty Senator, serving as a member and Chair for a committee and Board, to name some areas.

Helping students succeed is key, and underpins all that I do.

As a first-generation student myself, I truly know how care in the sacred spaces of education can transform a life. Education did that for me. I offer my very best heart, intellect, and self to that goal.

I wholeheartedly ask the BOR to move completely away from the changes proposed such as elimination of the Specialist and Extension Tenure Tracks, and insertion of other reviewers in the already established 5 year review process.

This appears to be a "sidebar" process attached to other Committee work, without seeking, including, or genuinely implementing comprehensive input.

In Hawai'i, we are so very fortunate to have the grounding of Hawaiian cultural wisdom and to be students of that epistemology, and I feel it is our kuleana, our duty to fully respect that, and to work with one another with honesty in a caring giving and receiving model.

Eliminating tenure track categories and changing the review process do not appear to be data or evidence driven, or to be aimed at solving any existing problem.

Please support our UH Faculty, get to know us - let us learn from one another so we can all offer our sincere kuleana together to mālama the vital UH System, and give that back to our students and each other.

As UHPA Director Christian Fern has written:

"Our discussions have not revealed any valid or actionable problems with the University of Hawai'i's tenure processes that have merit to address, yet the Task Group is moving ahead in proposing sweeping changes that are very top-down in nature and clearly not necessary. There is no question that the proposed recommendations from the Task Group will cause undue anger and frustration among the faculty, who have endured constant attacks from external forces and will now be facing an internal enemy at a time when it is most important for us to move forward together.

First, the Task Group erroneously approached tenure as an obstacle to quality teaching and research at the University of Hawai'i by viewing tenure purely and solely as a tool of absolute job security or lifetime employment. As a result, the underlying tone and tenor of the discussions were antagonistic instead of exploratory. It was evident that there was a predetermined agenda and intent on dismantling the UH's tenure system. I truly believe this was not the intent and purpose of the Board of Regents. These Task Group members, including some UH administrators, mistakenly believe the University of Hawai'i administration has virtually no ability or avenue to intervene and/or address substandard performance. The prevalent perception is that tenure is an iron-clad protection from terminating faculty members who do not meet performance expectations and requirements of the position. Unfortunately, these skewed notions are impacting the entire group-think process.

Granting tenure to a University of Hawai'i faculty member is at least a five-year process that involves a great deal of rigor and peer review. By contrast, civil service positions in the State enjoy security after a six-month probationary period.

Other UH positions (Unit 8 APT employees) have 'employment security' after three years in a permanent position."

Mahalo nui loa for your kind time and attention,  
Siobhán Ní Dhonacha

## Public Testimony Form - University of Hawaii Board of Regents

*Please provide your testimony on this form for the next University of Hawaii Board of Regents meeting. Make sure you include all the requested information so that the Board of Regents is able to clearly understand the testimony provided.*

Your Name (required) \*

Kathy Ferguson

Your Organization (optional)

Departments of Political Science and Women's, Gender and Sexuality Studies, UH Mānoa

Your e-mail address (in case we need to reach you) \*

kferguso@hawaii.edu

Board of Regents Agenda Item (required) \*

BOR VIII.A. Report of the Tenure Permitted Interaction Group (For Information Only – No Board deliberation or action will occur at this meeting, pursuant to Section 92-2.5(b), Hawai'i Revised Statutes. Deliberation and decision making will occur at the next Board meeting.)

Your Position (required) \*

Oppose

Your Testimony/Comments

Your Testimony (pdf or word)

[Kathy Ferguson testimony 9-24-21.docx](#) (16.2 kB)

Kathy Ferguson, Professor  
Departments of Political Science and Women's, Gender and Sexuality Studies  
University of Hawai'i at Mānoa

I am here to speak against the proposed changes in tenure advanced by the Task Force. I am confident that my colleagues are already covering, in their testimony, the grievous harm threatened by the proposed changes, which would harm our ability to hire and to retain qualified faculty, would require enormous bureaucratic expansion to administer, and would damage our global standing as a research and teaching university.

I would like to do something different with my time. I would like to tell you a story about my advisor in graduate school, Dr. Mulford Q. Sibley, a giant in the field of political philosophy who was a tenured professor at the University of Minnesota for 40 years. Mulford was a controversial figure: calling himself "a Norman Thomas socialist and a Quaker pacifist," he opposed the Vietnam War, advocated strongly for environmental protection, and encouraged freedom of thought and inquiry for all faculty and students.

The Minnesota legislature conducted an inquiry into the University of Minnesota in 1965, stemming from charges that the University was lax in permitting the advocacy of communism and other unconventional ideas.<sup>1</sup> Mulford was at the center of this investigation. The BOR departed from its routine approval of tenure and promotion decisions to single out Mulford Sibley and deny his salary increase. He was the only one not approved. The entire political science department threatened to resign, as did the president of the university, and eventually the BOR relented.

Perhaps you are thinking that this story has nothing to do with you, that our Board of Regents would never stoop to such narrow-minded persecution. But I beg you to remember that you are making policy for the indefinite future, and you cannot know what vagaries of fortune will beset our university. The institution of tenure, along with the support of his colleagues and students, protected Mulford Sibley's right to express his unconventional ideas and preserved his ability to continue his extraordinarily effective teaching and influential scholarship.

Now, Mulford Sibley is honored by the University of Minnesota and remembered with respect. Now, a lovely shaded grove outside the Social Sciences Building is named after him – "Mulford Sibley Grove." But then, he was denounced and threatened for his unpopular views. It is the responsibility of scholars and teachers to always consider the unpopular view, to always encourage freedom of inquiry so that students can become their best thinking selves. It is the responsibility of the Board of Regents to assure that the faculty can carry out that mission. Tenure is a crucial tool for achieving that goal.  
Thank you.

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<sup>1</sup> "University of Minnesota Faces Inquiry spurred by Radicalism Dispute: Legislature Acts After Professor Stirs Protests by Calling for Diversity of Opinion – Tenure Policy Assayed," *The New York Times* (Feb 21, 1965) p. 53.

From: **Darren T. Lerner** <[lerner@hawaii.edu](mailto:lerner@hawaii.edu)>  
Date: Sat, Sep 25, 2021 at 7:22 AM  
Subject: Written testimony  
To: <[rgmoore@hawaii.edu](mailto:rgmoore@hawaii.edu)>  
Cc: <[kendra65@hawaii.edu](mailto:kendra65@hawaii.edu)>

Dear Chair Moore,

Mahalo for yours and the Board's service in support of UH. I attach my written testimony on the pending BOR matter regarding the PIG on Tenure.

Aloha,  
Darren

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**DARREN T. LERNER, PhD**

*Director • University of Hawai'i Sea Grant College Program  
Consortium Director • Pacific Islands Climate Adaptation Science Center*

University of Hawai'i at Mānoa • 2525 Correa Rd., HIG 238 • Honolulu, HI 96822  
808-956-7031 • [lerner@hawaii.edu](mailto:lerner@hawaii.edu)

On the web

<http://seagrant.soest.hawaii.edu>  
<http://pi-casc.soest.hawaii.edu>



## University of Hawai'i Sea Grant College Program

2525 Correa Road • HIG 238 • Honolulu, Hawai'i 96822 • Phone: (808) 956-7031 • <http://seagrants.soest.hawaii.edu>

School of Ocean and Earth Science and Technology

September 24, 2021

Dear Chair Moore and UH Board of Regents members:

On behalf of the University of Hawai'i Sea Grant College Program (Hawai'i Sea Grant) I offer testimony that strongly urges the University of Hawai'i Board of Regents to reject the resolution associated with adopting the findings and recommendations in the recent PIG Report.

As an organized research unit of the University of Hawai'i's prestigious School of Ocean and Earth Science and Technology (SOEST), and with core funding provided by the National Oceanic and Atmospheric Administration (NOAA), Hawai'i Sea Grant engages and connects academia, federal, state and local government, industry, and the local community with excellence in research, extension, and education. Our program receives a little more than \$2 Million annually from NOAA and leverages these federal dollars three to four-fold with extramural funds to implement our programmatic activities across the state of Hawai'i and the region.

The recommendations of the PIG Report on tenure and faculty reclassifications are especially concerning and would do irreparable damage to recruitment and retention of future faculty in SOEST and all of its organized research units such as Hawai'i Sea Grant.

Like our counterparts at the College of Tropical Agriculture and Human Resources, our Extension Agents and Specialists are faculty and educators just like instructional faculty. While a small number of our faculty are seconded to institutions of higher education where they provide instructional support, the majority conduct informal education programs and activities including marine conservation, ecosystem restoration, renewable energy and water conservation, and resilience to coastal hazards. Our faculty live, work, and play in communities across the state and are an integral link and part of the communities they serve. Extension plays a vital role in helping to address community needs through university research and providing evidenced-based information for communities to make informed management and policy decisions. The loss of extension capacity will further isolate the University of Hawai'i from the communities it serves. It seems that PIG Report appears to align with the Hawai'i Legislature's notion that university research is irrelevant to Hawai'i communities and doesn't have impact, which could not be further from the truth.

*The University of Hawai'i Sea Grant College Program supports an innovative program of research, education, and extension services directed to the improved understanding and stewardship of coastal and marine resources of the state, region, and nation. Science serving Hawai'i and the Pacific for over 40 years.*

It is quite unfortunate that the PIG report, in a similar fashion to a small but vocal few in the Hawai'i State legislature, looks to force our diverse faculty at UH into one size fits all "box" despite the fact that it is the disciplinary diversity of faculty foci/emphasis that has and continues to be the root and strength of our demonstrated and celebrated excellence and success in research, education, and community engagement. Among other local, regional, national, and global recognition of UH research excellence, this success was celebrated and determined as a best management practice by a Research External Advisory Committee in 2017 consisting of academic and industry leadership from across the nation.

We respectfully and cannot more strongly urge you and the members of the UH Board of Regents to reject the resolution associated with adopting the findings and recommendations in the recent PIG Report.

Respectfully,

A handwritten signature in black ink, appearing to read "D. T. Lerner". The signature is fluid and cursive, with a long horizontal stroke at the end.

Darren T. Lerner  
Director

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## Re: written testimony opposing UH BOR Resolution 21-06

2 messages

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**Michael Oishi** <mtoishi@hawaii.edu>

Fri, Oct 1, 2021 at 6:10 PM

To: bor.testimony@hawaii.edu

Cc: Leeward CC faculty senate <leeward-facultysenate@lists.hawaii.edu>

Aloha Regents,

In anticipation of your meeting on 21 October 2021, I submit the attached [resolution](#) as written testimony on behalf of the Leeward Community College Faculty Senate.

Specifically, I submit Leeward CC Faculty Senate Resolution (FSR) 21.1 in opposition to UH BOR Resolution 21-06: The Findings and Recommendations of the Tenure Task Group and Requesting the University of Hawai'i Administration to Facilitate the Implementation of Board Policy Revisions Through Faculty and Union Consultation.

All twenty-two Faculty Senators approved FSR 21.1 today, 1 October 2021, and all have affixed their names to it in a demonstration of solidarity against BOR Resolution 21-06.

The Leeward Community College Faculty Senates respectfully requests that you consider this testimony as you deliberate on UH BOR Resolution 21-06, particularly considering the great harm the latter poses to the faculty, students, educational mission, and accreditation of the UH System.

Your Sincerely,

Michael Oishi



**Michael Oishi**

Chair, [Leeward CC Faculty Senate](#)

Leeward Community College

[96-045 Ala `Ike, Pearl City, HI 96782](#)

(808) 455-0628 | [mtoishi@hawaii.edu](mailto:mtoishi@hawaii.edu)



**Faculty Senate Resolution 21.1.pdf**

72K

**LEEWARD COMMUNITY COLLEGE FACULTY SENATE RESOLUTION  
21.1:**

**Resolution Opposing University of Hawai'i Board of Regents  
Resolution 21-06: The Findings and Recommendations of the Tenure  
Task Group and Requesting the University of Hawai'i Administration  
to Facilitate the Implementation of Board Policy Revisions Through  
Faculty and Union Consultation**

**Whereas** the explicit purpose of the Permitted Interaction Group's (PIG's) Tenure Task Force was to review and assess "(1) the history and purpose of tenure; (2) the evolution of and current views and developments on tenure; and (3) the current criteria and decision making process for tenure" in the University of Hawai'i System, as described in its [report of September 10, 2021 to the University of Hawai'i Board of Regents](#);

**Whereas** the Tenure Task Force failed--by oversight or design--to include any active members of the University of Hawai'i faculty, nor their insights on the importance, requirements, protocols, and effectiveness of tenure;

**Whereas** the Tenure Task Force exceeded its explicit mandate to review and assess the University of Hawai'i's system of tenure and, instead, unilaterally offered specific recommendations for reforming these practices *before* soliciting input from authorized faculty representatives--of UH faculty senates and the University of Hawai'i Professional Assembly (UHPA);

**Whereas** the proposed changes to the current system of tenure failed to consult University of Hawai'i faculty senates, which have negotiated rights of involvement in the evaluation of faculty, as protected by [Board of Regents Policy RP 1.210](#) and [UHPA Contract Reference Section 20 \(R-20\)](#);

**Whereas** the awarding and continuation of tenure requires faculty evaluation;

**Whereas** the granting of tenure is a comparatively long, rigorous, and essentially conservative process afforded to faculty with proven track records of excellence in their areas of expertise and responsibility;

**Whereas** the maintenance of tenure involves rigorous evaluations for promotion or five-year reviews to ensure continued and meaningful faculty contributions toward the educational mission of the University of Hawai'i, its respective campuses, and its students;

**Whereas** the Faculty Classification Plan (Attachment B) contained in the [Tenure Task Force's report](#) neglects to address tenured and tenure-leading positions in the UH community colleges yet also proposes to eliminate tenure for non-instructional faculty (c.f. Redline copy of RP 9.202, E.6, p. 5);

**Whereas** the failure to address tenured and tenure-leading positions in the UH community colleges creates confusion over plans to reform tenure and casts severe doubt on the thoroughness and thoughtfulness of the Tenure Task Force's review and recommendations;

**Whereas** tenure protects faculty members' academic freedom by ensuring that they are free from arbitrary dismissal owing to decisions over course content and delivery; research; continuing education and training; academic support; and counseling;

**Whereas** the Tenure Task Force's resolution and associated recommendations would eliminate important protections of academic freedom and job security, exposing faculty to interference by governmental and special interest groups;

**Whereas** the lack of protections for academic freedom in the Tenure Task Force's proposed reforms would encourage competitive job applicants to seek employment outside Hawai'i, resulting in diminished productivity of research and student success, as well as overall prestige in the UH System (i.e., a UH "brain drain");

**Whereas** the Tenure Task Force provides no evidence for the ineffectiveness, inefficiency, or irrelevance of tenure in its report nor justifies the need for, nor the projected improvements owing to, its appended resolution and recommendations;

**Whereas** the Tenure Task Force's pursuit of an agenda created and advocated by the Hawai'i State Senate (c.f. [Senate Resolution No. 166, S.D. 1 \(2021\)](#)), violates Standard IV.C.4. of the Accrediting Commission for Community and Junior Colleges (ACCJC) protecting UH community colleges from "undue influence or political pressure" (16);

**Whereas** the violation of ACCJC Standard IV.C.4. jeopardizes the accreditation status of all community colleges in the UH System, including that of Leeward Community College;

**Therefore be it resolved** that the Leeward Community College Faculty Senate vehemently opposes the Tenure Task Force’s report, resolution, and recommendations; and,

**Be it further resolved** that the Leeward Community College Faculty Senate urges the University of Hawai’i Board of Regents to likewise oppose the Tenure Task Force’s report, resolution, and recommendations to ensure a vibrant and competitive University of Hawai’i committed to high academic standards and the fulfilment of the diverse educational needs of the citizens of Hawai’i nei.

**Unanimously adopted this first day of October 2021 by the Leeward Community College Faculty Senate.**

**Signatories**

Michael Oishi  
Chair, Leeward CC Faculty Senate  
Associate Professor, Literature

Junie Hayashi  
Vice Chair Leeward CC Faculty Senate  
Professor, Public Services Librarian

Kelsie Aguilera  
Secretary, Leeward CC Faculty Senate  
Assistant Professor, Anthropology

Summer Barrett  
Associate Professor, Community Outreach and Transition, Wai’anae-Moku

William Castillo  
Assistant Professor, Office of Continuing Education and Workforce Development

Cara Chang  
Assistant Professor, English

Matthew Egami  
Assistant Professor, Culinary Art

Jiajia Garcia, PhD  
Professor, Mathematics

Sania Fa'amaile Betty Ickes, PhD  
Associate Professor, History

Michelle Igarashi, PhD  
Assistant Professor, English

Ann Inoshita  
Assistant Professor, English

Paul Lococo, PhD  
Professor, History

Alyssa MacDonald, PhD  
Assistant Professor of Biology

Michele Mahi  
Assistant Professor, Speech

Nolan Miyahara  
Assistant Professor, Automotive Technology

Erika Molyneux  
Instructor, Digital Art/Art

Don Oberheu  
Lecturer, Digital Art/Digital Media

Suzette Scotti  
Associate Professor, Art History

I-Chia Shih, PhD  
Assistant Professor, Physiology

Evelyn Wong  
Associate Professor, Accounting/Business

Danny Wyatt  
Associate Professor and Coordinator, Wai'anae-Moku

Irwin Yamamoto  
Assistant Professor, Digital Media



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## Tenure Task Group Response Testimony

1 message

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**Lexer Chou** <achou@hawaii.edu>  
To: bor.testimony@hawaii.edu  
Cc: Lexer Chou <achou@hawaii.edu>

Mon, Oct 4, 2021 at 8:54 AM

Thank you for your time.

--

Lexer Scully Chou

She/Her/Hers

Student Life Coordinator

Student Services Coordinator

Student Life Office

Office: 808-455-0248

Fax: 808-454-8804

[www.leeward.hawaii.edu/studentlife](http://www.leeward.hawaii.edu/studentlife)

96-045 Ala 'Ike, CC 205, next to the Student Lounge

Pearl City, HI 96782

To: Board of Regents

From: Lexer Chou, Leeward CC, Professor, Student Life Coordinator 

Re: Response to University of Hawai'i Board of Regents Resolution 21-06: The Findings and Recommendations of the Tenure Task Group

Date: October 4, 2021

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I am Lexer Chou, the Student Life Coordinator at Leeward CC since 2009. I urge the BOR to vote NO to the Tenure Task Group recommendations for the following reasons:

- Tenure Task Force failed--by oversight or design--to include any active members of the University of Hawai'i faculty, nor their insights on the importance, requirements, protocols, and effectiveness of tenure.
- Tenure protects faculty members' academic freedom by ensuring that they are free from arbitrary dismissal owing to decisions over course content and delivery; research; continuing education and training; academic support; student life, and counseling;
- Tenure Task Force provides no evidence for the ineffectiveness, inefficiency, or irrelevance of tenure in its report nor justifies the need for, nor the projected improvements owing to, its appended resolution and recommendations;

I will speak briefly about Student Life. Student Life is poised to be a creative retention tool that develops leaders needed for the workforce. Our essential role advising governance leaders and overseeing mandatory fee funded organizations makes us unique in assisting with creative campus solutions while helping to uphold BOR policy and accreditation standards only addressed by Student Life. Being 11 month tenure faculty members enables us to grow a successful and engaged student body, develop community-oriented and civic-minded student leaders, and increase student retention and satisfaction.

Under the WASC Accreditation Standard IV.A.5. states that

*“through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.”*

Student Life is essential in ensuring that Student Government, as a Chartered Student Organization (CSO) and one of the levels of shared governance, is trained effectively during the summer to build the skills and tools necessary to advocate for student needs as soon as the academic year begins. The training includes but is not limited to; diversity and inclusion, effective communication, Robert's Rules of Order, Safe Zone, bystander intervention, budget allocation, True Colors, advocacy, event planning, assessment, and civic responsibility.

Student Life provides essential leadership and co-curricular learning opportunities to complement learning in the classroom. Some of these opportunities include shared governance positions, intramural sports, student organizations, and a variety of other enriching events. Bialek and Lloyd (1998)<sup>1</sup> provided evidence that the college experience was enhanced when students were involved in out-of-class experiences. Campus involvement enables students to gain life skills, increase their civic responsibility, and enhance their personal and professional development through self-reflection. Kuh (1995)<sup>2</sup> observed that participation in extracurricular activities was positively related to persistence and satisfaction and gains in such areas such as social competence, autonomy, confidence, self-awareness, and appreciation for human diversity.

Student Life Coordinators are educators who teach, advise, and mentor our student leaders to make positive impact and changes on our campus communities. The work we do is important and necessary for the continuous development of our student leaders and their role in shared governance. I once again urge the BOR to oppose the Tenure Task Group Recommendation to remove tenure from non-instructional faculty.

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<sup>1</sup> Bialek, S. C. & Lloyd, A. G. (1998). *Post graduation impact of student leadership*. Madison, WI: University of Wisconsin-Madison. 1-16.

<sup>2</sup> Kuh, G. D. (1995). The other curriculum: Out-of-class experiences associated with student learning and personal development. *Journal of Higher Education*, 66, 123-155.



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## Testimony Opposing University of Hawai'i Board of Regents Resolution 21-06

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**Natalie Wahl** <nwahl@hawaii.edu>  
To: bor.testimony@hawaii.edu

Thu, Oct 7, 2021 at 3:55 PM

Aloha,

I am writing in opposition of the BOR Resolution 21-06.

The review process consists of a series of recommendations without real study or involvement of any UH faculty members or professional groups. Further, UH community colleges seem to be ill addressed in this resolution, and similarly, non-instructional faculty and other various classification groups are treated unfairly.

Also, very plainly, I have enjoyed employment that feels supportive and nurturing, and I am deeply saddened by this resolution that at very least has struck fear in the hearts of all tenure and tenure-tracked employees, and at worst threatens our livelihoods.

Mahalo for the opportunity to represent myself, a non-instruction faculty member.

Sincerely,  
Natalie Wahl

--

Natalie Wahl  
Instruction Librarian  
Leeward Community College  
(808) 455-0673



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## written testimony for 10/21 meeting

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**Jesse Knutson** <jknutson@hawaii.edu>  
To: bor.testimony@hawaii.edu

Fri, Oct 8, 2021 at 10:15 AM

Aloha I am attaching written testimony for the meeting on 10/21. Thanks and best,J

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Jesse Ross Knutson PhD  
Associate Professor of Sanskrit Language and Literature  
Department of Indo-Pacific Languages and Literatures  
University of Hawai'i, Mānoa  
461 Spalding

It is creative apperception more than anything else that makes the individual feel that life is worth living. Contrasted with this is a relationship to external reality which is one of compliance, the world and its details being recognized but only as something to be fitted in with or demanding adaptation. Compliance carries with it a sense of futility for the individual and is associated with the idea that nothing matters and that life is not worth living. In a tantalizing way many individuals have experienced just enough creative living to recognize that for most of their time they are living uncreatively, as if caught up in the creativity of someone else, or of a machine.--  
Donald Winnicott, *Playing and Reality*

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 **commentsontenure&academicintegrity.pdf**  
57K

The public of this state is not served well by certain regents and legislators making reckless remarks and engaging in baseless calumny regarding the UH system. Such members of the political class seem determined to turn us into an educational backwater in a world whose major economies are each defined by the expansion of higher education, which is to say, by an investment in their people.

UH--and especially UH Mānoa as the single R1 University in the system--is constantly suffering by being evaluated in narrow and provincial terms, which is to say that UH and UHM are repeatedly compared--by regents, legislators, and sadly sometimes some of its own administrators--only to other state institutions and bureaucracies in Hawaii, instead of being evaluated in the only way that anyone evaluates them in real life: namely, in terms of other institutions of higher learning in the USA and the world at large.

Higher education is a global market in which governments play a determining role. Universities are intrinsically valuable to the societies in which they thrive--as is generally recognized in the civilized world--and, when they maintain some respectability and prestige, they can also form a major vehicle of international exchange and diplomacy. But international standards are high and uncompromising because other countries, particularly those in Asia that value education in a profound way, have not convinced themselves that they "cannot afford" academic institutions of the highest caliber. In fact they have decided just the opposite. UHM has an international reputation built over decades, which still gives us a seat at this table, but it can be destroyed overnight.

Whenever UH is actually judged in real life by real people making decisions about whether or not to study or work here, the only meaningful standard is other universities, and any major decisions about UH/UHM should be made by people who have acquired substantial knowledge and expertise regarding international academic practices and standards, so that they can make informed and enlightened decisions on behalf of the public they represent. This means understanding something about what a university is and how it works.

The public's resources are being wasted right now by politicians asking questions that academic administrators and politicians in East Asia, for example, would consider to have already been answered many times over by history: "does a major research university contribute to society such that it should be invested in?," "are tenure and academic freedom necessary for university professors to fulfill the mission of a major university?," etc. These are the wrong questions in the sense that they have already been answered...by our own history no less! Asia looks at our history, i.e. what the expansion of higher education did for the USA in the post-war period--they know our history better than we do--and they can see that the USA is the model, but not today's USA, rather they look to the USA of yesterday. If academic administrators in Seoul or Hong Kong knew what our regents and legislators are talking about right now, they would scratch their heads and probably feel sorry for us.

It is a pathetic state of affairs that this is where the debate is right now in Hawaii. Universities are fundamental elements of all the best public systems in the world, and it is no accident that in many parts of Asia for example, where conversations about development are driven by realism rather than crass posturing, we find higher education invested in and expanded on a scale that we

can barely imagine in the USA today. Ironically, Asia is only following the example of what the USA did in the postwar period, the era that built the American nation as the preeminent global power, known for something people called the "American dream": a situation of social mobility and rising living standards, in which higher education was expanded on an unprecedented scale.

Keeping the conversation in the gutter with puerile questions about whether professors really do any work and whether any of the basic norms of a major university have any value, means that we are spinning our wheels while Seoul National University, the University of Hong Kong, the University of Tokyo, etc. are actually driving somewhere at lightning speed on those kinds of wheels. We are eating their dust while staring at our navels and patting ourselves on the back. It is pathetic and unforgivable. We are fortunate that no one in a major Asian city has any idea what we are talking about right now in Honolulu regarding higher education because if they did, we would loose all respect, and if we continue in this way, we seriously deserve to loose that respect.

The fact is that Hawaii is very lucky to have a strong public university system, built in an earlier, more constructive era of US history, and it is a matter of great shame that our irresponsible politicians would fail to appreciate its value. Our people cannot afford to have uninformed, posturing politicians hijacking the public system that gives their children some measure of social mobility. The people of Hawaii absolutely deserve a great public university system, and it is a system that does a glorious job of serving the public by any measure, despite the endless obscene attacks on it from our opportunistic legislators and regents.

The stereotype of privileged professors running amok is just a ruse to trick the people of this state into having their public provisions stripped from them. UHM already bleeds talented young faculty because its salaries are uncompetitive and its working conditions are substandard on a good day. We should be having conversations about how to make it as globally competitive as we can reasonably hope, not how to turn it into the academic equivalent of a Walmart or a Mcdonalds.

Should these islands be nothing more than tourist accommodations and military bases?! If so, then UH, and especially UHM, is one pillar of a society that is potentially more than the sum of military bases and hotels. We should learn from our Asia-Pacific neighbors about how to build an advanced society that we can be proud of just as they have learned from our own history! A major university system allows Hawaii to engage in intellectual and cultural exchanges with societies and civilizations from which we now have so much to learn.

The UH system is at a crossroads. Its dedicated and talented faculty, as well as those of its administrators with vision and perspective, are more than capable of taking it into the future and giving us something we can all be proud of. A handful of legislators and regents think the public doesn't deserve what they, their parents, and grandparents could expect from it. Our legislators and regents are the ones who need to reined in, and reminded of their responsibility. Their education is obviously incomplete. The modely of lifelong learning and cultivation that the university offers is one that our politicians and regents could really benefit from, since in today's complex and changing world, one has to go on learning constantly or else face rapid irrelevance.

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## Testimony Against PIG Proposal 10/21 Board Meeting

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Emma White <ehw@hawaii.edu>

Fri, Oct 8, 2021 at 10:21 AM

To: BOR Testimony <bor.testimony@hawaii.edu>

The BOR tenure working group has an important job, and I appreciate BOR's concerns. At this point, I cannot support the working group's findings because they did not yet fully explore the following avenues:

1. Impact on the Hawaii economy/brain drain has not been presented.
2. Impact on retaining and attracting high-caliber faculty has not been presented.
3. Impact on faculty retention has not been presented. A revolving door of hiring can eliminate potential cost savings.
4. Equity- as academic finally leans toward hiring more women and people of color, this new policy would disproportionately impact them.
5. Alternatives to addressing ineffective tenured faculty were not adequately explored.
6. Teaching faculty representation on the working group is lacking.
7. Accreditation impact was not considered.

I believe we can make progress together and look forward to the factors above being included in the process.

Best,

--

Emma White, JD, MA  
Chair and Assistant Professor of English  
University of Hawaii, Maui College  
808.557.6263  
<http://maui.hawaii.edu/>  
Need help? [Get student support here.](#)

*Li'ilii ka 'ohiki, loloa ka lua.*

*Small is the crab, large is its hole. What we accomplish is not limited by size.*

*Loa'a ka lanakila no ka hana pa'akiki.*

*Success is achieved through hard work. You get what you put in.*

-From Mary Kawena Puku'i's *'Ōlelo No'eau: Hawaiian Proverbs and Poetical Sayings*, published by Bishop Museum Press in 1983.

I find the attacks made on the tenure system--not to mention other similar tiresome rants from vested interests with no shame, scruple, or virtue to speak of--just that: irrelevant. The question is whether we as the public will stand by and watch ourselves become as irrelevant as the cant of our political class. I sincerely hope not because, despite the frankly dishonorable state of affairs we find ourselves in right now, Hawaii has something very beautiful in its culture and way of life to share with the world, and it is the younger generation that stands to offer the most. The young people of Hawaii deserve every educational resource that can be made available to them so that they can represent us internationally and merit the global respect and admiration that will put us on the map. To those of you that don't understand and don't want to understand, please step aside and make room for your children.



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## Maynard Testimony in Opposition to the Tenure PIG Report

1 message

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**Ashley Maynard** <amaynard@hawaii.edu>  
To: bor.testimony@hawaii.edu

Mon, Oct 11, 2021 at 8:19 AM

Dear Regents,

Please find attached my testimony in opposition to the Tenure PIG Report.

Thank you for your consideration.

Ashley E. Maynard, Ph.D.  
Professor  
University of Hawaii  
Dept. of Psychology  
~~~

OPPOSE THE TENURE PIG! Make your voice heard: [bor.testimony@hawaii.edu](mailto:bor.testimony@hawaii.edu)



**Maynard PIG Opposition.pdf**

134K

October 11, 2021

Ashley E. Maynard, Ph.D.  
Honolulu, HI 96822

University of Hawai`i Board of Regents  
Bachman Hall  
Honolulu, HI 96822

Dear Regents,

The misdirected attack on the faculty by the **Tenure PIG** doesn't fit the charge made by the Board. There is no clear argument, and there are no data provided to demonstrate the need for the proposed changes to periodic review, tenure, or faculty classifications. No evidence of the costs or benefits of tenure to the university is provided. The proposed changes in PIG Report appear to be in conflict with the collective bargaining agreement (CBA) you signed, accreditation standards (e.g., WSCUC, WASC), and longstanding principles of peer review and faculty governance. Lastly, the PIG Report reveals misunderstandings of our university and the role of tenure in it. Tenure is an essential part of faculty work in universities; a university without tenure is no university.

### **PIG Mistrust of Faculty Is Misplaced**

The **mistrust** of faculty pervasive in the proposal is painful and misdirected. There is no evidence in the PIG report that the faculty can't be trusted to do our jobs. We graduated 17,000 students with degrees or certificates since the pandemic began. We continued to bring in hundreds of millions in research dollars. We showed we are meeting the workload in January with the Workload Assignment exercise. Yet at that very same meeting, a regent proposed taking a look at tenure to address budget issues. That the outcome of the PIG process doesn't match the charge is suspicious and erodes trust. **The PIG's mistrust of faculty is misplaced, and the Board ought to consider where the mistrust might be more appropriately and productively directed.**

### **PIG Proposes Apparent Violation of Proper Procedure**

As a Board, you must ensure that proper procedures are followed and the contract you signed will be honored. Yet the PIG Report asks the president to unilaterally implement bargainable changes and then consult with unions and report back to the regents. Consultation is different from bargaining. Regarding changes to bargainable topics like tenure, the signatories to our contract, including you or your designated representative(s), must negotiate. If this Board votes Yes on the proposal before you, ordering the president to implement the changes described therein, it appears the Board may be in violation of our CBA. Furthermore, unilateral removal of tenure might inspire faculty to strike. These are good reasons to oppose the PIG proposal.

### **Faculty Work Is Constantly Reviewed**

The PIG Report implies that faculty aren't reviewed enough. To the contrary, faculty work is reviewed *constantly*. No scholarly career happens without peer review and ongoing self-study. It appears from the PIG Report that some administrators want the ability to get rid of certain faculty, so the PIG proposes the Board change periodic review. If the Board implements the changes to RP 9.213 proposed by the Tenure PIG, you will create a situation where tenure no longer exists in actuality; you will create fake tenure and dead-end jobs. Fake tenure is no tenure. By inserting administrators in the process of periodic review, and by requiring faculty to provide "balanced, diverse and relevant input", the Board will create a system where faculty have to be re-tenured every five years. This was already opposed by the HLRB in 1981. Further, the PIG provided no evidence that the longstanding process of periodic review is not working.

Peer-reviewed work is taken the most seriously and is the basis for contract renewal, tenure, and promotion. Following are examples of peer reviewed work:

- Journal articles
- Grant proposals
- Book chapters
- Book proposals
- Published books
- Museum installations
- Dance or theatre productions
- Conference proposals for entire conferences
- Conference submissions (individual papers or symposia)
- Our reviews (for journals, grants, conferences, etc.) are also assessed; if we don't pull our weight, we aren't invited back.
- IRB proposals, including those of supervised students conducting research

### **An Alternative, Intellectually Straightforward Approach**

An intellectually straightforward approach to understanding tenure would include questions and data to answer them.

#### **What About Our Peers and Benchmarks?**

To understand how tenure fits in the system of universities we wish to emulate, one might look to our peer and benchmark institutions. Do they offer tenure? **Yes, all of them.** Not only do they offer tenure, some of them are actively searching for new tenure-track faculty right now, indicating that they expect tenure to be an ongoing possibility at their institutions. If tenure is a norm among our peers and benchmarks, why then does the PIG propose that UH take away tenure from two classifications of faculty and create a new periodic review system that is tantamount to fake tenure? Is it because our classification system is different from our peers and benchmarks? What about our system is the problem? Respecting our context and history, what about our system is *better* than the systems at other institutions? In the absence of evidence answering these questions, you must vote No.

### **Which Institutions Don't Offer Tenure?**

At the January 7, 2021 meeting, when a regent implied getting rid of tenure, she also said something to the effect of “other places have done it.” It is a good idea to look at institutions that don't offer tenure. On what basis do we wish to emulate them? Many such schools have gone out of business, and others are not accredited or taken seriously. These schools are **not** the model of a comprehensive research university that we are. If the Board wants to race to the bottom, canceling tenure by taking it away from classes of faculty and creating fake tenure by changing periodic review are good ways to do that.

### **What Would UH Be Like Without Tenure?**

No costs of tenure were explained in the PIG report. **But there are definite costs of not offering the possibility of proper tenure to faculty.** If you pass these proposals, we will have a revolving door of faculty, which is costly in time and money, and there will be a decrease in faculty willing to do essential service, which will lower our status and threaten accreditation. Furthermore, although we are victims of salary compression, there **is** added value in the long-term, tenured faculty. Yet for our experience and commitment, we get less.

There is already evidence that faculty will leave, if the Board and the administration continue to treat faculty poorly. At least one letter is circulating from a former faculty member who communicated with approximately 800 faculty about her concerns about “nefarious actors like the state legislature” wishing to harm UH. Legislative interference, especially going after individual faculty, is bringing down this institution, and faculty are leaving because of it. Without tenure, more faculty will leave.

### ***A Decrease in Faculty Willing to Do Essential Service***

Faculty provide what is called “service” to the university and profession because our subject matter expertise is required and because faculty governance is an essential part of accreditation. But without tenure, serving on these kinds of committees would require too much time or be too politically risky, and many of us would shy away. Time spent on these things does not pay off when one has to constantly look for a job or work to please a dean or other administrator.

As part of service, faculty work together and often review each other's work in the following committees:

- DPC (Department Personnel Committee)
- TPRC (Tenure/Promotion Review Committee--campus level)
- Ethics Committee
- University Research Council (which allocates competitive travel and research funds),
- Certain task forces
- Accreditation Writing Teams
- Institutional Review Board (IRB)
- Faculty senates and senate committees
- Curriculum committees
- Academic Foundations (e.g., Gen Ed) boards
- Regents awards committees

- Student research-award committees

Without tenure, there will likely be a decrease in the number of faculty who are willing to do this kind of essential service, not to mention national service such as serving grant review panels, commissions, boards of scholarly organizations, editorial boards, and the like. This will diminish the university’s reputation and may threaten accreditation.

**Let’s Keep A Good Thing Going**

It looks like the PIG is attempting to apply a business model to the academy. The academy is not a business, but prominent local businessman and Oceanit CEO Patrick Sullivan expressed confidence in a model that sounds a lot like universities, saying in *Hawaii Business* magazine (12/1/16): “When you have highly educated, highly intelligent people and you want them to perform amazing things, you can’t operate with the command-and-control military pattern. You need a more horizontal approach. We want everyone to be a superstar and we try and create an environment where they can be a superstar. You get great ideas by supporting an environment where you have diverse people and diverse thinking.”

This sounds a lot like a university, except in addition to research, faculty (including researchers, specialists, extension agents, librarians, et al.) also teach the next generation of scholars, scientists, and citizens, whereas people in business do not have that responsibility. The PIG proposals aim at command and control, and that won’t work in the academy. The expression of diverse thinking is protected by tenure. We have something great at UH. Let’s keep it going.

**Please vote NO.** Thank you.

**Problems with Proposed Changes to RPs**

| Changes to RPs                                                                                                | Problems                                                                                                                                                           |
|---------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>RP 9.202</b><br/>Paragraph III, E. 2. Creates a new classification system</p>                           | <p>All tenured S and E faculty will lose tenure, a kind of property right they have earned. Bargainable.</p>                                                       |
| <p>Paragraph III, E. 3. Orders a new classification system; changes will be prospective.</p>                  | <p>S and E faculty who lost tenure in the paragraph above do not have their tenure restored. Changing work of S and E faculty is subject to impact bargaining.</p> |
| <p>Paragraph III, E., 2 Makes all Community College faculty “F” faculty, who are required to do research.</p> | <p>Community college faculty do not have research as part of their job description. Changing work assignments is likely bargainable.</p>                           |
| <p><b>RP 9.213</b><br/>Inserts deans or other administrators into the process of periodic review.</p>         | <p>Periodic review is a peer-driven, developmental process. Administrators are not peers of faculty and cannot provide valid reviews. Negative</p>                 |

|                                                                                                                                     |                                                                                                                                                                                                                                                                         |
|-------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                     | consequences and impacts of reviews are bargainable.                                                                                                                                                                                                                    |
| Requires dossier-like materials every five years.                                                                                   | HLRB recognized in 1981 that UH would not attempt to require retenuing. Having tenure means not having to be retenued every five years, and a dossier-like set of materials is not to be required.                                                                      |
| Suggests that faculty could be reviewed more than every five years.                                                                 | Does not say what more frequent review would entail or what would trigger it.                                                                                                                                                                                           |
| Expresses a concern about “conflict of interest.”                                                                                   | Tenured faculty actually have <i>less</i> of a conflict of interest when they review other faculty in hiring decisions, periodic review, contract renewal, tenure, and promotion because they are not worried that the less expensive faculty member will replace them. |
| <b>RP 9.201</b><br><br>Makes budgetary concerns a part of the tenure and promotion (T&P) process.                                   | Budgetary concerns are not part of the T&P applicant’s dossier, and only the dossier may be considered in T&P decisions. No external information may be brought in.                                                                                                     |
| Requires administrative certification of the continuing programmatic need for the position as part of tenure and promotion process. | Risks setting aside the quality of the faculty member’s record in T&P. NB: Regents were removed from the T&P process some years ago because bringing budgetary concerns into the T&P process is problematic.                                                            |
| Moves control of curriculum from departments and senates to administration.                                                         | Violates faculty governance and accreditation standards.                                                                                                                                                                                                                |

Sincerely yours,

Ashley E. Maynard, Ph.D.  
Professor  
Department of Psychology  
University of Hawai`i at Mānoa  
Honolulu, HI 96822  
[amaynard@hawaii.edu](mailto:amaynard@hawaii.edu)



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## Testimony regarding PIG Resolution

1 message

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**Kalei Ruiz** <agorospe@hawaii.edu>  
To: bor.testimony@hawaii.edu

Mon, Oct 11, 2021 at 10:10 AM

Aloha,

Please find attached a testimony for the October 20th Board of Regents meeting. The testimony is in regards to the Permitted Interaction Group resolution.

Mahalo,  
Aaron Kalei Ruiz

.....  
A. Kaleikūkamakani "Kalei" Ruiz  
Student Services, Counselor  
Phone: (808) 455-0317  
Email: [kalei.ruiz@hawaii.edu](mailto:kalei.ruiz@hawaii.edu)

Leeward Community College  
[96-045 Ala Ike](#)  
[Pearl City, HI 96782](#)



UNIVERSITY of HAWAII  
**LEEWARD**  
COMMUNITY COLLEGE

**I mohala no ka lehua i ke ke'eke'ehi 'ia e ka ua. - 'Ōlelo No'eau #1236**

*Lehua blossoms unfold because the rains tread upon them.*

It is the rain that brings forth the lehua blossoms. So do gentle words bring forth much that is desired.

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 **AKRuiz.BOR Testimony.10.11.pdf**  
124K

October 11, 2021

**RE: Tenure Permitted Interaction Group (PIG)**

Dear Board of Regents,

My name is Aaron Kalei Ruiz, and I am a Counselor at Leeward Community College. I am writing to ask that you **vote NO** on the agenda item regarding the **Tenure Permitted Interaction Group (PIG)** resolution based on the reasons described below.

First, the PIG did not involve the input of faculty. In the interest of good faith, wide-reaching resolutions are best discussed and developed with all parties at the table, particularly those who will be directly impacted. The omission of faculty from this process begets distrust and has already cast the resolution in an unfavorable light.

Second, such resolutions should be pursued with clear data and planning as to what benefits will be realized and how they will impact the University of Hawai'i. The PIG does not cite data or evidence to support the proposed changes to tenure, nor does the PIG provide clear explanation as to exactly how these changes would benefit the UH System.

Third, the PIG resolution recommends taking tenure away from select classes of faculty who do not teach, including counselors and other student support personnel. I find the recommendation to limit tenure only to instructional positions to be myopic and misguided in that it does not acknowledge the real need for support for students beyond the classroom, nor does it recognize the fact that 'teaching' does occur outside of the classroom. As counselors, my colleagues and I meet with students all throughout the school year, and in those sessions, we are *teaching* them how to manage their classes, balance school with life, and problem-solve. We are *teaching* them to adopt habits that will help them develop self-efficacy and resilience so that they might be successful in the classroom and, eventually, in the community and the workforce. Many of our counselors also teach student development classes, which do provide a classroom and instructional setting for us to deliver such coaching in a group setting. Furthermore, my colleagues and I, via committee work, also engage in building and improving infrastructure and workflows to enhance the student experience in an effort to bolster student success and matriculation.

Given the exclusion of faculty input from the development of the PIG resolution, as well as the lack of evidence and misunderstanding of the value of student support positions, I humbly ask that you **vote NO** on the agenda item regarding the **Tenure PIG** resolution.

Best Regards,



Aaron Kalei Ruiz



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## Oppose UH BOR Resolution 21-06

1 message

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**P. Jayne Bopp** <pbopp@hawaii.edu>  
To: bor.testimony@hawaii.edu

Mon, Oct 11, 2021 at 11:34 AM

Dear University of Hawaii Board of Regents,

I strongly oppose UH BOR Resolution 21-06. Your Permitted Interaction Group (PIG) not only failed to include any active UH faculty members or take community colleges into consideration, it exceeded its explicit mandate to review and assess tenure in the UH System by including a resolution and recommendations to radically reform tenure in the UH System.

Rather than seeking genuine open and honest dialogue to achieve a common ground towards improved goals, you did what you do too often, which is make ill-informed decisions based on a predetermined agenda. As someone who has been in the UH System for almost two decades, I feel that your biggest beefs are almost always about some aspect of UH Manoa but instead of addressing those specific problems appropriately, your go-to-approach is to punish everyone.

Adding to your deeply flawed and biased process, the PIG's resolution and recommendations will do enormous harm to academic freedom, high academic standards as well as the educational mission and accreditation of the University of Hawai'i. As someone who teaches sociology and women's studies at Leeward Community College, without protection under certain political environments, I could be fired for the things I teach (even though I receive high student feedback for all of my courses). As our college's Accreditation Liaison Officer, the PIG's recommendations threaten the Academic Freedom eligibility requirement for the Accrediting Commission for Community and Junior Colleges (Standard IC7 and ER 13). Additionally, we all know that it is already challenging to secure quality faculty in the UH System due to our state's high cost of living and lower relative wages. It is as if you intentionally wish to cause further harm to the University of Hawai'i.

The work of the Tenure PIG is not worthy of any action or consideration by you. Please try again and do a better job at being more thoughtful and inclusive.

Thank you,  
P. Jayne Bopp, MPH, MA  
Interim Coordinator, Office of Planning, Policy & Assessment  
Associate Professor, Sociology & Women's Studies  
Accreditation Liaison Officer  
Leeward Community College, DA-205C  
[96-045 Ala Ike St., Pearl City, HI 96782](https://www.leeward.hawaii.edu/)  
808-455-0597



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## Board of Regents Meeting – October 21, 2021

1 message

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**Catherine Pirkle** <cmpirkle@hawaii.edu>  
To: BOR Testimony <bor.testimony@hawaii.edu>

Mon, Oct 11, 2021 at 1:19 PM

Aloha,

I am submitting testimony for the BOR October 21 meeting on the subject of the Tenure PIG report. Please find the testimony attached.

Sincerely,

Dr. Catherine Pirkle

--

Catherine M. Pirkle, PhD

ORCID: <https://orcid.org/0000-0002-1528-5438>

Associate Professor

Health Policy and Management, Specialization Chair

Office of Public Health Studies

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Pronouns: she/her



**September 27 BOR testimony.pdf**

111K

October 11, 2021

TO: Randolph G. Moore, Chair of the UH BOR  
Alapaki Nahale-a, Vice Chair of the UH BOR  
Benjamin Asa Kudo, Vice Chair of the UH BOR  
Board of Regents

FROM: Catherine M. Pirkle, Associate Professor, Office of Public Health Studies

Board of Regents Meeting – October 21, 2021

Subject: Concerns about the Tenure PIG Report

I am writing to express my deep concern regarding the Permitted Interaction Group (PIG) report on tenure (dated September 10, 2021). Based on the factors/considerations described below, I do not think the BOR should consider the report or its recommendations. They are too deeply flawed and carry long-term risks to the Institution in terms of academic freedom and the ability to recruit and retain qualified faculty.

My principal concerns about the report and ensuring recommendations are presented below, along with personal testimony about the importance of tenure to my career.

**Lack of faculty representation/voice:** As has been highlighted by others, including Christian Fern, Executive Director of the University of Hawai'i Professional Assembly, it is deeply troubling that the PIG did not include faculty representatives, and thus their insights and perspectives. The PIG was tasked to "investigate the issue of tenure." Those who are eligible for, go up for, and are awarded tenure, are University of Hawai'i faculty members, who represent a wide variety of classifications, roles, and responsibilities at the institution. The PIG excluded those individuals most affected by its deliberations and subsequent conclusions on tenure. Faculty, of all classes, are the workforce and backbone of the Institution, a fact increasingly forgotten when it comes to fundamental decisions about University structure, organization, and goals.

The very composition of the PIG should be a warning sign against any decision-making based on their report and recommendations. It excluded those most knowledgeable about the process, including its strengths and weaknesses. This exclusion is baffling at best and deliberate at worst. The exclusion of individuals most affected by the contents and conclusions of this report, specifically those most knowledgeable about tenure, should raise serious questions about its legitimacy, appropriateness, veracity, and intentions.

**PIG "natural outgrowth" questions-** While the initial purpose of the PIG report appeared to be to review (1) the history and purpose of tenure, (2) the evolution of and current views and

developments on tenure, and (3) the current criteria and decision-making process for tenure, in reality, it appears that the PIG instead focused on topics deemed to be a “natural outgrowth” of their discussions. These so called “natural” topics included how the BOR (? , referred to as “we” in the report) might (1) Improve, modernize and simplify the tenure classification system, (2) Improve the periodic review process, and (3) Ensure that tenure is awarded to positions that will fulfill enrollment requirements and strategic growth priorities. Thus, it appears that the PIG went on a fishing expedition around questions that interested them personally, rather than what they were specifically tasked to do. This is disturbing, because as again highlighted elsewhere, it raises serious questions and concerns about the actual intent of the PIG and whether or not it was established with transparency. It is these “natural outgrowth” questions that received the most focus and it is these questions that concern me the most. As others, including the Dean of SOEST and the Dean and Associate Deans of CTHAR, have already extensively discussed problems with the PIG proposition to improve, modernize, and simplify the tenure classification system, I will focus on the subsequent two other “natural outgrowth” topics.

**Improve the periodic review process.** I actually agree there are ways to improve this process. However, in order to improve it, those proposing changes need to first be aware of the existing process in place for periodic review. Unfortunately, it seems that the PIG did not educate itself on the existing process, which is probably a result of the very limited representation in their group of individuals who are actually familiar with the tenure and promotion process. Further, the shifting of responsibility to Executives at UH, rather than the units themselves, raises major concerns about academic freedom. These administrators are not aware of the wide variety of expectations of faculty from diverse fields and allowing Executives such strong power over faculty will be chilling to academic freedom and ultimately, may dissuade promising scholars from joining the Institution. Ultimately, the proposals for improving the periodic review process are not about improving the process at all, but rather, about consolidating power at the Executive levels and away from faculty and individual units.

**Ensure that tenure is awarded to positions that will fulfill enrollment requirements and strategic growth priorities:** I find this statement to be completely baffling and so vague as to be useless. I honestly have no idea what the PIG means by “fulfilling enrollment requirements.” Typically, enrollment requirements describe the various rules and regulations that students must abide by in order to be enrolled in a program. For example, how many credit hours they must take per semester or in the case of international students, the number of online credits they are allowed to take per semester. These requirements are determined by University policies and often informed by various state and federal laws, especially as they pertain to financial aid and international students. I do not understand what these requirements would have to do with tenure and promotion and especially with recruitment of tenure-track positions as stated on page 3 of 5. My guess is that the PIG did not mean enrollment requirements, but rather, are referring to the recruitment of students to a program or the University? Perhaps if there had been faculty representation on the PIG, this could have been clarified, because as written, the phrase “fulfill enrollment requirements” makes no sense at all.

The next part of the “natural outgrowth” statement is about “strategic growth priorities” as envisioned by the University and the state. This is highly concerning because it means that University administrators and state legislators can determine arbitrarily what are and are not priorities. This can be used to get rid of “troublesome” faculty as has already been attempted by the State Legislature this year. The effect of such a recommendation, if implemented, would be highly chilling on faculty and directly affect their freedom of expression, as there would be no bounds on what was considered strategic at one moment versus another. I could see this being a major concern for controversial issues such as Mauna Kea. Hypothetically, it could be deemed that research and infrastructure development on Mauna Kea is a strategic priority for the University and the state. As such, faculty protesting such actions or viewed as likely to protest such actions could find themselves to be no longer be “strategic” or “relevant” to the institutional mission and goals.

Continuing on this subject, the PIG report and recommendations indicate that before recruitment for tenure-track positions occurs, there cannot be any qualified faculty in other units that are available and that could meet the needs of the hiring unit (page 3 of 5). Again, this statement is utterly baffling. Is the BOR now suggesting that faculty move from unit to unit as determined by the University administration? How in the world would this be operationalized? Who would determine and how would it be determined that a faculty member is not needed in one unit and can be moved to another? What if the faculty member does not want to be moved? How will it be determined that someone is “available”? What would happen to that faculty member’s students? Would they be transferred to another unit? What if the students do not want to go to that other unit? If the students stay in the original unit, then does that mean other faculty now have to supervise them? How would that increased workload be distributed equitably? What if the remaining faculty members do not have the expertise to properly supervise the students left behind? Would the students then be disenrolled and/or need to change topics of study? What would happen to the research dollars or other funds associated with a faculty member who is being transferred? What would happen to their staff? Would that mean the original unit would lose those funds and the associated indirects? What about the initial investment made by a unit to recruit a faculty member (i.e., start-up funds)? Would the new unit pay the original unit back? How would any unit be able to plan their teaching schedules if faculty could be moved at any time? How would units be able to determine which students they admit or not if those most qualified to supervise them could be moved at any time? How would a unit budget if the funds associated with faculty could move at any time? This is to say nothing of the insane administrative burden such changes would cause across units. Each move would be associated with a cascade of HR and fiscal actions necessary to transfer accounts, signing authority, project staff, personnel documents, etc. While faculty and sometime entire units do get transferred across campus, the process is lengthy and administratively very cumbersome and resource intensive. The fact that BOR does not understand this and is suggesting that faculty can be moved around willy-nilly indicates a complete lack of understanding about the functioning of the Institution and the enormous complications such a policy would cause.

Finally, in this same section (page 4 of 5), the PIG proposes the following, “The administration shall ensure that tenure criteria are clear and that they prioritize the necessity for faculty to be adaptable in meeting the changing needs of students and the university, including changes in the delivery of higher education that may occur over time.” Did the PIG bother to review the existing tenure criteria of faculty? While the criteria differ according to faculty classification, they are pretty explicit in their expectations. Importantly, they also highlight versatility—a synonym of adaptability—as a metric for tenure and promotion (for Instructional Faculty: “For the Associate and full Professor ranks, there should be evidence of a mature level of performance and the versatility to contribute to all levels of the department’s instructional program. In all cases the evidence should include summaries of student evaluations, how your classes contribute to programmatic and institutional learning objectives...”).

**Personal perspective on tenure:** To date, the award of tenure was the most important milestone in my career. I believe strongly that it has made me a better instructor, researcher, and advocate.

As an academic, when untenured, you are highly vulnerable to the caprices of your institution, students, other faculty and the general public. Because there are fewer and fewer tenure-track positions available at good schools in the United States, the competition for these positions is strong and you are viewed by many as “replaceable.” The 5-7 year period during which faculty must “prove” themselves for tenure is incredibly arduous, stressful, and uncertain. Untenured faculty often have little say in the duties assigned to them, can be deeply and negatively affected by a single negative review from a superior or even a student, and must take care when taking professional risks as these can upset people in positions of power, as well as students and students’ parents. As recognized by the PIG, tenure grants those who receive it more academic freedom, and by extension, the opportunity to take risks and grow.

*Teaching* – Tenure has allowed me to experiment in my teaching and learn positively from those experiments. For example, even before the COVID-19 pandemic, I was doing an increasing amount of online pedagogy. I recognized the need to teach using a variety of platforms in order to reach the increasingly diverse needs of students locally and across the Pacific. However, online pedagogy is very different from in-person teaching and the tools and techniques for strong teaching online are different from in-person. Anyone making the transition, as so many of us have learned during the pandemic, will experience pitfalls. When untenured, those pitfalls may cost you your job, but when tenured, they can serve as important lessons that allow you to grow and improve and ultimately, be a better instructor and mentor.

Another stark reality about teaching post-tenure is that I am less afraid to evaluate student work as it really ought to be evaluated, including failing students if absolutely necessary. Before tenure, if a student was doing badly in my class, I worried about the consequences of giving a “bad” grade, because this would be reflected in course evaluations and hence, impact my ability to get tenure (course evaluations are used in the evaluation process for tenure and promotion). To provide a concrete example, during my first semester teaching, I caught several undergraduate students cheating off of each other during a quiz. I failed them on that quiz. One

of those students, who made no attempt to hide their identity on the course evaluation form, absolutely eviscerated me in the evaluation. Worse, this student told other students that their powerful parent would see me fired. While this is an extreme example, it is more common than one would like to admit and it creates a challenging situation for a young faculty member seeking tenure. Bluntly, it encourages many untenured faculty members to offer “easy” courses, to turn a blind eye to misconduct, and to grade leniently so as to get good course reviews and maintain job security. Once tenured, however, that pressure is removed to some extent, and there is increasing protection to tenured faculty should they experience a situation such as the one described above. To be very clear, I am not saying that untenured faculty inflate student grades or ignore misconduct, but that the system is such that it can be hard to navigate how to keep your job and fully address poor student performance/misconduct. Tenure helps to alleviate that particular challenge.

*Research:* Tenure allows faculty to take risks when selecting research topics. Some of the most interesting research is controversial. I personally work on issues around female reproductive health and exposure to environmental contaminants. Both of these topics can be controversial. For example, work on environmental contaminants often calls into question the responsibilities and accountability of powerful business interests, mining companies, even the military. Reproductive health, especially if it touches on access to contraceptives or abortion rights, is deeply controversial, as recently demonstrated in Texas. However, both of these topics rightly require strong research to inform policy and health practices. Tenure provides protection to researchers who work on such controversial topics. Without such protections, many valuable, but challenging questions, would go unaddressed for fear of interference by University administrators, legislators, and/or the public.

*Service:* As a public health researcher, the COVID-19 pandemic has put me in a much more public-facing position than I had ever experienced before in my career. Tenure has allowed me to engage publicly in ways I would never have done previously. In the past 18 months, I have authored or co-authored several Op-Eds related to the pandemic and provided interviews to a wide variety of local and national media outlets including the Civil Beat, Time, and ESPN. I would never have taken such professional risks during such a highly scrutinized and public moment had I not had tenure. Yet, I think my professional service during this time has been important, if only to provide a perspective of someone with nearly 2 decades of training and experience in public health.

While I recognize that the current report and recommendations do not explicitly seek to take away tenure, they are eroding strongly at this valuable system in academia. In spirit, the report and recommendations threaten academic freedom and place faculty in a very capricious situation in which administrators, members of the BOR, and even legislators can dictate their future in ways that may reflect more personal preferences and priorities (even grudges) than the merit of the individuals affected. The tenure system is not about granting people jobs that are untouchable; instead, it is about academic freedom and supporting the ability to safely take risks in order to grow as a scholar and benefit society. These are invaluable assets and ones that universities should deeply value and fight to maintain.

Sincerely,

Dr. Catherine M. Pirkle

*Catherine Pirkle*

## Public Testimony Form - University of Hawaii Board of Regents

*Please provide your testimony on this form for the next University of Hawaii Board of Regents meeting. Make sure you include all the requested information so that the Board of Regents is able to clearly understand the testimony provided.*

Your Name (required) \*

Jonathan Morse

Your Organization (optional)

University of Hawaii at Manoa (retired)

Your e-mail address (in case we need to reach you) \*

morsej001@gmail.com

Board of Regents Agenda Item (required) \*

OTHER

OTHER (Please describe) \*

The Tenure PIG's proposed changes to tenure

Your Position (required) \*

Comments Only

Your Testimony/Comments

Your Testimony (pdf or word)

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## Actions

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Statement about tenure for the Board of Regents

October 21, 2021

Jonathan Morse

morsej001@gmail.com

By the end of academic year 2018-19, when I retired from the Department of English at Manoa, I had accrued 43 years of service at the University of Hawaii: hire at the rank of assistant professor, 1977; tenure and promotion to associate professor, 1982; promotion to full professor, 1990. I have published only one book, but it was from a major press and it was (unsuccessfully) nominated for a major prize. I have also delivered one plenary conference address to a professional organization and organized another conference of the same organization at Hilo, and at Manoa I hold one teaching award.

Perhaps of more interest for the purposes of this meeting of the Board of Regents is that my work at the University of Hawaii was a second job in a second career. Before I moved here I taught for four years at Wayne State University (instructor, 1973-75; assistant professor, 1975-1977), and before Wayne State I worked at a lab bench in the pharmaceutical industry. Because that experience may have given me a broader than usual perspective on the concept of tenure, I intend the statement you're reading to address two specific aspects of that concept. The first aspect is what happens before tenure is granted; the second is what happens when it ends after retirement.

About pre-tenure I can offer at least my own experience. Wayne State isn't very well known outside Michigan, but it's a huge school and in principle it's coequal to Michigan's two other state universities, Michigan State and the University of Michigan. That's only in principle, of course. The difference in perception arises from two things: unlike UM and MSU, Wayne

State is strictly a school for the greater Detroit tri-county area (its original and more accurately descriptive name was Detroit City College), and during the years I worked there it had the highest proportion of African-American students in the United States outside the United Negro Colleges. Most of Michigan's political constituencies outside Detroit, however, are as white as Michigan snow, and that spectral difference does make itself felt in the legislature at budget time.

So during the fall of 1976 my department at Wayne was swept by rumor and panic. One of my colleagues was going up for tenure with full departmental support, but the term "financial exigency" was being uttered by the administration and there was a real question whether tenure would be granted. I listened to the news about that, attended the meetings, and acted: at the Modern Language Association convention that December, I interviewed for an opening at Manoa. The happy ending is that my colleague wound up getting tenure after all, but by then I was already in Hawaii.

Now, the bad things you've probably heard about Detroit are true. Detroit was then and still is a desperate city: deindustrialized, depopulating, suffering terribly from illiteracy and poverty and crime, and with terrible weather to boot. Hawaii is a gloriously obvious contrast. Still, I did get some good work done at Wayne. In all my four years there I was never bored, and my memories are fond. An ex-student on vacation even dropped by Kuykendall Hall, years later, just to say hi. I was out of the office, but here, to give you an idea of the Wayne State flavor, is a talk by another ex-student.

<https://www.youtube.com/watch?v=vAnRiGJQ4D0>

So yes: if I hadn't been given cause to worry about tenure, I might have stayed.

And a 2021 moral for the Board of Regents? Perhaps it could be this: don't weaken tenure. Engineering for instability will probably bring unpredictable consequences.

§

As to tenure after it ends:

As an academic discipline, the study of English is fairly new. It didn't even exist until the late nineteenth century, and it has been undergoing continual change ever since. In 1921, a Ph.D. in English was a Ph.D. in Germanic philology, with coursework in Gothic and Old Norse. In 2021, at the University of Hawaii and elsewhere, a Ph.D. in English is increasingly a Ph.D. in ethnopolitics. Starting in the 1990s, my experience began leading me to think that not all of that is currently good.

The two documents in the appendix to this statement may give you an example of what I mean. The first is an op-ed I wrote for the old *Star-Bulletin* in 1996, and I would like to brag that it may be one of the first pieces of scholarship written about the then young Hawaii poet and novelist Lois-Ann Yamanaka, whose name (I'm betting) is likely still to be remembered in a hundred years. At the time I wrote, her book of verse *Saturday Night at the Pahala Theatre* was her most successful, but it had been published only by a local press, Bamboo Ridge. It was followed, however, by a novel, *Wild Meat and the Bully Burgers*, and that was published by the extremely prestigious New York house of Farrar, Straus.

But then . . .

Oh well, you can predict what happened. It was an old American story, after all: the story of the revenge of envious provincialism. For historical perspective you might study a short story that Willa Cather published a full 116 years ago, "The Sculptor's Funeral." The up to date

version, though, is the one you'll find in my second appendix, which is a non-fiction history of the destruction of Lois-Ann Yamanaka. Emotionally, that was a total demolition job; when I last heard of her, she was working as a teacher's aide in a preschool. That was in January 2020, just before COVID, and God only knows how she's surviving now. That tragedy is an indictment of Hawaii's official literary culture, it wound up being published for the entire United States to read in the pages of *The Atlantic* -- and some of the villains it named and shamed were faculty of the University of Hawaii at Manoa.

One of my own souvenirs of that era of distress is a document in my CV: a certificate of appreciation from the state Board of Elections. Long before President Trump, the viciousness of English Department politics began convincing me that the American electoral system was in danger, and I tried to do something about that by volunteering at the polls for every primary and general election in Hawaii between 1998 and 2008, rising through the system all the way from poll worker to precinct chair. But that didn't matter in Kuykendall Hall, where the departmental focus became steadily more political and the politics became steadily more Marxist.<sup>1</sup> Over the years of that regime I came to find myself more and more unhappily swatting at flying infestations of tiny current events. Two of many from my last years on the departmental policy committee, for example, were the department's decisions to endorse an

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<sup>1</sup> As chair of the department's colloquium committee, I once hosted a presentation by a couple of visiting graduate students from Russia who discussed the differences between academic life there and here and mentioned in passing that in Russia a Marxist professor will almost certainly be a professor over the age of sixty – i.e., somebody superannuated. In Russia, the students said, students know Marxism from experience – and want nothing to do with it, ever again.

The next semester I ran into one of the students and asked how she was doing. Not well, it turned out; in fact, she had dropped out of the English major. And then she mentioned the department's required introduction to graduate study and explained, in a voice that suddenly got loud enough to be audible all the way from Kuykendall to Bachman Hall, "It's just like the old course in Soviet literature that we all HATED SO MUCH!!!"

organization called the Campus Anti-Fascist Network and to sponsor an appearance by the American-born Palestinian nationalist Steven Salaita. Both of those initiatives were at the instigation of the department chair's significant other, both could have served as examples in Lenin's essay "Leftism: A Children's Disease," and both brought down on me the disapproval of the department's Marxists.<sup>2</sup>

Nevertheless, I remained officially in good departmental standing, and I think my extra-departmental work may have been respected. I was repeatedly reappointed to TPRCs and the Council on Program Review, and I still have friends that I made there years ago. Thank you for that, tenure system!

But when I retired, my department chair's nomination of me for the title of professor emeritus was blocked at a low level. How low the level was I haven't been permitted to learn, but my department chair did send me a scornful and factually incorrect letter of explanation and my dossier never reached the Provost. That has had practical consequences, because at the University of Hawaii emeritus status carries faculty privileges which are denied to other retirees. Among other losses, I was stripped of my faculty library privileges, and that loss was the one that hurt. I still am an active scholar, and in my capacity in the 1980s as chair of the

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<sup>2</sup> Having been given no information about the Campus Anti-Fascist Network in advance of its debut, I forced a departmental vote on joining. As I said to the policy committee, I happen to be both against Fascism and for puppies and apple pie, but we weren't being told anything. The departmental vote wound up being many to 1 in favor of joining the Network, and I was the 1. But when the Network did become available to its members it turned out to be only a Trotskyite website filled with Communist jargon about tendencies (those are people) and formations (those are also people), plus a big Communist clenched-fist logo. I don't think it lasted long.

As to Salaita, I was the guy that looked up his superlative Rate My Professor scores from the English department at the University of Wisconsin at Whitewater and then reported to the committee how he got them: by routinely dismissing class after twenty minutes and sometimes spending the twenty minutes watching TV. After he returned from Hawaii he published a 747 essay about his speaking tour which explained that Hawaiians are so much like Palestinians that they even suffer the same airline humiliations. Just like the flight to TLV, he wrote, the flight to HNL is shitty.

Manoa Library Committee I still did help build Hamilton Phase III. Professionally and personally, the library has been a part of my life for more than forty years. Understanding that, Provost Michael Bruno was able to get my library privileges restored, and for that I'm deeply grateful.

But no, it isn't enough. Professionally and personally, what I think about it now is this.

I liked being a professor, and I never intended to retire. Just the other week I had a short article accepted by *The James Joyce Quarterly*. But I did retire after all, shortly before my 79th birthday, because I was beginning to experience balance problems. Those cleared up for a while after I stopped teaching, but they're back again now and I'm now 81. Clearly, the time had come for me to go. But if I had even suspected that I might be denied emeritus status when it came, you can make bank that I would have stayed on until I was either fired or found dead on campus at the foot of a flight of stairs.

Administratively considered, either of those events would have cost the university money. It would be better all around, I should think, for Bachman Hall to re-edit my emeritus dossier, unblock it, and forward it to the Regents, even now, with a recommendation for approval. If my case is anything like typical, the current policy for awarding emeritus status is opaque to the point of inexplicability, and among faculty approaching retirement it's likely to breed resentment, fear, and a conviction of injustice. And yes: if you're experiencing those feelings, the chances are that if you still want your retirement benefits you'll get intellectually timid for exactly the reasons that tenure is supposed to protect against.

## Appendix 1

VIEW  
POINT

By Jonathan Morse

Why my  
students  
laughed

**T**HE book we were reading in the sophomore American literature class had been a problem before.

Every time, my University of Hawaii students had liked Nathaniel West's novel, "The Day of the Locust." But every time, too, they had been puzzled by West's vision of the world: a monstrous landscape in which everything and everybody is a disguise, and behind every disguise is another disguise. They understood what West was saying, but they didn't understand why.

"Well," I would try to explain, "West was obsessed all his life with masks. He wore a mask himself, and it killed him."

"Nathanael West was born Nathan Weinstein. When he changed his name he began making himself do things that people named Nathan Weinstein aren't expected to do — things like reckless driving. On Dec. 22, 1940, he drove through a stop sign, and that was that for Nathanael West. He was 37."

That lurid anecdote would satisfy the students. "The Day of the Locust" is a violent book, and they weren't surprised to learn that its author met a violent death.

But that name Nathan Weinstein was a phrase in a foreign language. The students didn't understand it, didn't even understand that here in Hawaii it needed to be translated. And what was I supposed to do, stand up in front of the class and say, "You see, there are these special kinds of haoles called Jews?"

Honolulu  
Star-Bulletin  
20 Jan. 1996,  
page B1

## Translation, please

That was the problem with "The Day of the Locust," and it wasn't unique. When I moved to Hawaii from the mainland, I discovered that English and American literature are actually full of foreign words, words that people here understand with their minds but not their emotions — words like coat and cold and fireplace. Over the years, it's been fun to figure out some classroom translations.

But what I learned in the summer of 1995 was that the translation has to go the other way, too.

That summer, the book we read after "The Day of the Locust" was Lois-Ann Yamanaka's "Saturday Night at the Pahala Theatre," a sad little book about teen-age girls growing up emotionally deprived in a violent, repressive culture.

The book's setting is Hilo, the culture it depicts is "local," its language is pidgin. And the class thought it was uproariously funny.

Every word I said about the book, every word anyone said, sent the room into storms of laughter. I could understand the laughter at me. An elderly mainland man trying to read a book written in pidgin about local teen-age girls — of course, I sounded ridiculous. But why the laughter when one local 19 year old said something to a classroom full of other local 19 year olds?

I listened, and now that the class is over, I'm beginning to understand. What I heard those mornings in my classroom was the sound of relief. It couldn't express itself in words, but what it meant was, "At last!"

## Now it made sense

At last the students were reading a book in their own language. At last they could see their own words on the printed page and know that they were real, real words, standing for real experiences undergone by people who do exist after all, even if this is the first written record of them.

"I give you your language," the words said to my students. "Now you will not die forgotten." And the students laughed. Perhaps for the first time in their lives, a book had made them happy.

So what do I think now about pidgin in the classroom? Oh, I still think the standard English teacher thing. Unless you're sure your future is going to involve a cane knife, you'd better learn the dialect your books are written in. And I won't feel guilty about teaching you to enjoy it.

But now I know something else. It's this: Pidgin survives in the mouths of real people. If they have the right to be loved, so does their language.

Jonathan Morse is a professor of English at the University of Hawaii at Manoa.

## Appendix 2

## BOOKS

## This Hawaii Is Not for Tourists

*Poverty, squalor, and violence mark the "anything but paradise" created by Lois-Ann Yamanaka, an award-winning writer whose blistering work is politically controversial*

by Jamie James

### HEADS BY HARRY

by Lois-Ann Yamanaka.  
Farrar, Straus and Giroux,  
309 pages, \$24.00.

WHAT most Americans know about Hawaii is kitsch—grass skirts and ukuleles, pupu platters and Don Ho—culminating in James Michener's fitfully factual potboiler and finally degenerating into some tacky prime-time cop shows. The islands never had a native bard to explain them to the rest of the world, as the American frontier had Mark Twain and the South had William Faulkner. Hawaii has always been a place to be discovered—beginning with the indigenous Hawaiians themselves, who first migrated to the archipelago from Polynesia some 1,500 years ago. Their graceful culture, without a written language, has been all but obliterated by waves of missionaries, planters, and military personnel, and finally, most devastatingly, by the tsunami of mass tourism.

Through most of Hawaii's history its literature has been written by outsiders, who have been enchanted by the islands' scenic beauty and have depicted them as an idyllic paradise populated by child-like, innocent savages borrowed from Rousseau. Twain was the first literary artist of stature to write at length about Hawaii, in a novel that was never published. (Melville had passed through earlier, and based his novel *Typee* in part on his experiences there, devoting some acerbic pages to the arrogant hypocrisy of the Christian missionaries.) In 1866 Twain sailed on the first commercial steamship voyage from the mainland to

the Sandwich Islands (as they were then known), and eighteen years later he wrote the first draft of a novel that he quickly abandoned. Only fragments survive, but the book's opening lines engage in the picturesque hyperbole that colored the world's view of Hawaii for the next century.

The date is 1840. Scene, the true Isles of the Blest; that is to say, the Sandwich Islands—to this day the peace-fullest, restfulest, sunniest, balmiest, dreamiest haven of refuge for a worn and weary spirit the surface of the earth can offer. Away out there in the

mid-solitudes of the vast Pacific, and far down in the edge of the tropics, they lie asleep on the waves, perpetually green and beautiful, remote from the work-day world and its frets and worries, a bloomy, fragrant paradise.

Now Hawaii has found a bard of sorts, the novelist Lois-Ann Yamanaka, but the world she sings of is anything but a paradise. In a series of remarkable narratives she describes with disturbing realism and peppery black humor the hard life of the islands' Asian-immigrant underclass. Her Hawaii is



Illustrations by Karen Barbour

FEBRUARY 1999

green but cruel, and the "work-day world" grinds her characters down with squalor and violence. In her previous books Yamanaka revealed in sometimes sensationalistic ways the racism that divides the islands' inhabitants; in her new novel, *Heads by Harry*, she explores the outer frontiers of sexual politics and the complex power struggles of a modern island family.

The novel takes its title from the Yagyu family's taxidermy shop in Hilo, on the island of Hawaii. Harry, the father, is bullying in his affection, and continually disappointed by his children: his son, Sheldon, who aspires to be a hairdresser and prefers to be called Shelly (after Shelley Fabares, the cute daughter on *The Donna Reed Show*, and Shelley Hack, his favorite model); Bunny, a beauty who dreams of marrying a *haole* (a Caucasian, the word being the Hawaiian equivalent of "gringo"); and Toni, the narrator, her daddy's favorite and a perennial underachiever. The family's mother, like most of Yamanaka's adult women characters, is a benign but somewhat shadowy presence.

Much of the power of Yamanaka's narrative derives from her never apologizing for her characters' irresponsible behavior.

They don't come to disastrous ends, nor do they really learn their lessons: they just muddle through, like the people one knows. Toni and those she loves habitually inflict pain on one another in terms of mocking abuse, vividly rendered in the pidgin dialect of the immigrant working-class population of Hawaii, which Yamanaka spoke growing up in Hilo.

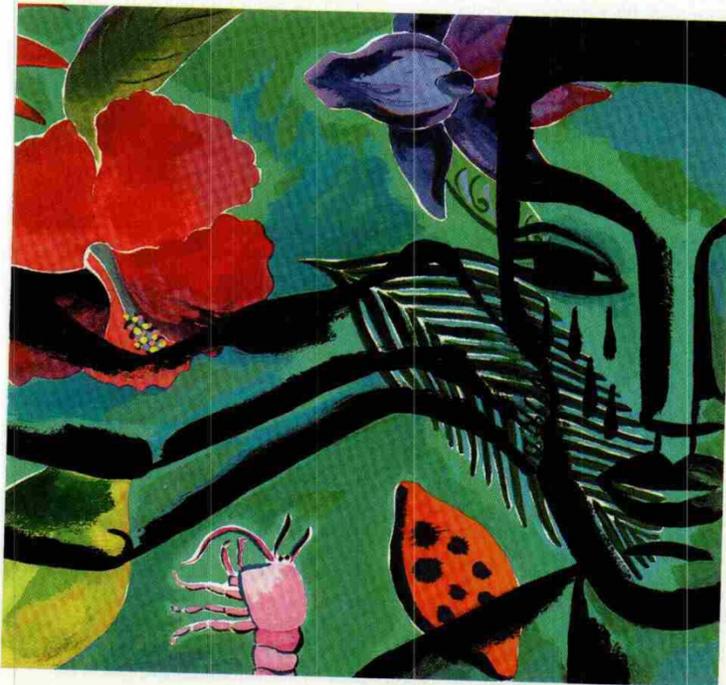
Of course it is an exaggeration to call Yamanaka a bard: her vision is tightly focused in time and place. Nor is she the first talented Hawaiian writer of fiction to undertake a serious analysis of contemporary life on the islands. For at least the past twenty years something like a renaissance of Hawaiian literature has been going on: Milton Murayama, Darrell Lum, Sylvia Watanabe, and Nora Okja Keller, among others, have produced significant fiction about Hawaiian themes, written in authentic Hawaiian vernacular—all the more impressive considering that the state's population scarcely exceeds a million.

Yamanaka has risen quickly to a position of prominence. In 1993, when she published her first book, a collection of poetry called *Saturday Night at the Pahala Theatre*, she was poised to be the first major voice of the new Hawaiian liter-

ature. This collection of often wickedly funny monologues, which makes liberal use of pidgin, addressed many of the themes of the novels that followed: a sense of shame about local traditions, which expresses itself in a preoccupation with the junk pop culture of the mainland; the intense desire of the second- and third-generation immigrant young to pass for *haole*; and the racism that poisons relations between the various immigrant populations—a legacy of plantation days, when the white bosses played groups off against one another. The book was widely praised and received both the Pushcart Prize and the literature award of the Association for Asian American Studies.

**T**HAT'S when all the trouble began. In 1996 Yamanaka published her first novel, *Wild Meat and the Bully Burgers*, an exuberant, crazily comic series of anecdotes, virtually plotless, about a girl on the threshold of adolescence. It, too, was nominated for the AAAS literature award, but some members of the association had been offended by passages in *Pahala Theatre* and Yamanaka's newly published second novel, *Blu's Hanging*, that they believed to be racist. They complained so vehemently that the award committee decided to issue no prize that year. The offending passage in *Pahala Theatre* opens the first poem, "Kala Gave Me Anykine Advice Especially About Filipinos When I Moved to Pahala."

No whistle in the dark  
or you call the Filipino man  
from the old folks home across your  
house  
who peek at you already from behind  
the marungay tree, the long beans  
in front of his face;  
he going cut across your backyard  
from the papaya tree side  
when you whistle the Filipino love  
call,  
then take you when you leave your  
house  
for buy jar mayonnaise for your madda  
from the superette.  
Then he going drag you to his house,  
tie you to the vinyl chair,  
the one he sit on outside all day,  
and smile at you with his yellow teeth  
and cut off your bi-lot with the cane  
knife.  
He going fry um in Crisco for dinner.  
That's what Kala told me.



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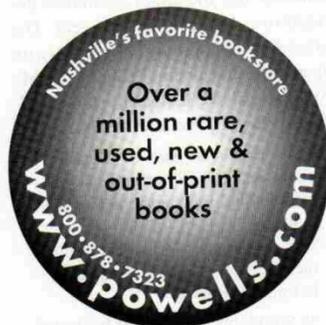
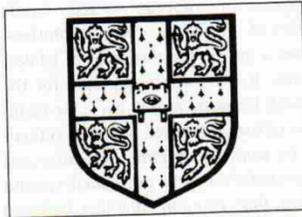
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It's strong stuff, certainly, but the irony in the poem is obvious. Kala goes on to impart to the child narrator, among other reliable articles of wisdom, that if she uses someone else's deodorant she'll "catch their b.o.," and that if she makes ugly faces it will give her "Japanese" eyes. The last line of the third stanza is virtually a telegram to the reader that Yamanaka's subject matter is the wayward wickedness of the feverish adolescent imagination, not the predilection of Filipinos for sexual mutilation and cannibalism. However, these distinctions were lost on her critics, and when she published *Blu's Hanging*, the controversy escalated dramatically.

*Blu's Hanging* is a Hawaiian *Catcher in the Rye*, the story of a confused thirteen-year-old girl, Ivah, growing up on the poor island of Molokai, who must come to terms with the rottenness of the grown-up world. Her mother dies shortly before the story begins. To cope with the loss, her father, a janitor and a pineapple picker, takes up smoking pot; her eight-year-old brother, Blu, makes himself fat by eating loaf after loaf of white bread smeared with mayonnaise and curry powder; and five-year-old Maisie stops talking. It is up to Ivah to keep the family together. *Blu's Hanging* is better plotted than *Wild Meat* and *the Bully Burgers* (which is to say that it has a plot), though it is marred by a too-pat ending.

The crisis in *Blu's Hanging* occurs when Blu is raped by a Filipino neighbor, Uncle Paulo, who also sexually molests his pre-adolescent nieces and tortures and kills cats for sport. (In fact Uncle Paulo's precise ethnicity is unclear: early in the book Ivah says that his family's secret is that they're half Japanese, but her factual reporting is far from reliable.) Another minor character, who is Japanese, gives Blu candy and money to pull down his pants. Another Japanese character, the briskly cheerful Mrs. Ikeda, imprisons her old dogs in basement cages until they die, letting them out only one hour a week, so that Ivah, Blu, and Maisie can hose down the lesioned, vermin-ridden animals and clean out their filthy cells. Nonetheless, the principal malefactor in *Blu's Hanging* is identified as Filipino, and when the AAAS awarded its fiction prize to the book last June at its annual conference, held in Honolulu, Yamanaka's critics, many of them schol-

ars of ethnic studies rather than of literature, issued what amounted to an academic *fatwa* against her.

One of her main opponents was Jonathan Okamura, a sociologist in the ethnic-studies department of the University of Hawaii, who wrote in a passionate essay published in the AAAS newsletter that he was "deeply offended and outraged by the portrayal of Filipino Americans" in the book. He said that he would not mention any of the offending passages in particular, "lest I be accused of taking these depictions out of context." He was right to be concerned about such an accusation: the previous year, when citing the portrayals of Filipino-Americans in *Blu's Hanging* as a reason to deny *Wild Meat* the association's literature award, Okamura admitted that he had not actually read *Blu's Hanging*. Rather, he had flipped through it looking for the objectionable passages, following the same critical approach to the literary text practiced by the adolescent boys of my generation, who memorized the page numbers of the "good parts" in *Fanny Hill* and *Lady Chatterley's Lover*.

A more responsible critic was Candace Fujikane, a professor of English at the University of Hawaii, who objected to Yamanaka's book because it didn't provide uplift to Hawaiian writing as a whole. Her paramount criterion for literature appears to be that it should be "useful" and "help others." In an essay published in the *Hawaii Herald* she asked, "Do we speak out about our experiences of pain only to create new pain for someone else? Why do writers write? What purpose does their writing serve?" She believes that it is useful for writers from a disempowered ethnic group to criticize their own people, but dangerous for them to criticize a group that is more disempowered. To bolster her view, Fujikane quotes a teaching assistant who objects to having her students read *Blu's Hanging* because it makes them feel bad.

For those of us whose earliest studies of literature were grounded in the principles of art for art's sake and catharsis, the notion of a useful, helpful book that makes people feel good is anathema. I realize that many academics now consider the former concept to be old-fashioned, if not reactionary, and I accept that it is sometimes pertinent to judge a book by its political impact, and in par-

ticular its power to bring about social justice, rather than strictly on aesthetic grounds; *Uncle Tom's Cabin* and the novels of Miguel Angel Asturias come to mind. Fujikane suggests a pyramid of political empowerment to guide Hawaiian writers: Yamanaka is Japanese-American, the group asserted to be the most privileged of the nonwhites on the islands; therefore her bad guys must be either Japanese-American or white. A Filipino writer, presumably, might have white, Japanese, or Filipino villains, while native Hawaiians, most disempowered of all, are free to heap abuse on everyone.

Harder to accept is the concept that books that make people feel bad ought not to be read. This view, which seems to be gaining acceptance in American secondary and undergraduate education, loses a defining principle of literature: *it's make-believe*. It's not life—it imitates life, refracting it through the prism of the artist's imagination. In fact, the best writers deliberately create experiences of pain, precisely in order to make their readers feel it in the imagination—which engenders catharsis and enlightens readers as to the nature of human existence. Fujikane seems to want uncomplicated parables in which virtue is in inverse proportion to empowerment—a racial-political Isles of the Blest populated not by real people but by inspirational symbols. Such false, happy narratives may do no harm, but they can do no good. If the novelist must plot her books by totting up which characters from which ethnic group do good deeds and which do evil, and then match the tally against sociological data purporting to show relative states of empowerment and disempowerment (as if such things could be quantified—Benjamin Cayetano, the governor of Hawaii, is Filipino-American), then she is defeated before she begins.

When Yamanaka's prize was announced at the AAAS conference last June, many members of the audience, wearing black armbands, stood with their backs to the stage. The award was accepted on Yamanaka's behalf by three of her Filipina students, who were in tears by the time they retreated from the podium. The officers and executive board of the association immediately resigned, fearful of a lawsuit, leaving the organization's continued existence in some doubt. In the last hours of the conference the

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anti-Yamanaka clique forced a vote to rescind the award. The poet Wing Tek Lum, a former AAAS prizewinner and a Yamanaka partisan, told me, "The ethnic-studies people hijacked the conference and imposed mob rule. Compromise after compromise was rejected." The core group of Yamanaka's bitterest critics vowed to issue her an "award" of their own, "in recognition of her continuing contribution to racism in Hawaii." Judging by the vituperative tone of many of the attacks on Yamanaka, her critics have a lot to learn about uplift and making people feel good.

It wasn't supposed to be that way. The Hawaiian literary community was desperately searching for a local voice to speak for the islands, to correct the idylls of outside writers from Twain to Michener, and Yamanaka showed all the signs of becoming that voice. She is a passionate advocate of the literary potential of pidgin, which even her critics admit she employs with masterly vividness, and she fearlessly evokes the degraded living conditions of the islands' immigrant communities. She was nurtured by a writers group called Bamboo Ridge and its literary journal, which grew out of Talk Story, a landmark conference held in 1978.

The conference, taking its name from a pidgin expression meaning to shoot the breeze, set as its goal stimulating a new Hawaiian literature, written by locals in their own language. In his keynote address the historical novelist O. A. Bushnell lamented that the literature of Hawaii was in danger of being taken over by outsiders because of what he described as a vicious circle: a lack of readers and a "paucity of publishers, who die for want of manuscripts, which are not produced for lack of writers. . . . In Hawaii, I sigh, writers are stifled at birth." Stephen Sumida, in his excellent survey of Hawaiian literature *And the View From the Shore* (1991), summed up the situation: "When it comes to local-born literature, Hawai'i is a sow that devours its own farrow."

In the case of Lois-Ann Yamanaka, Bushnell and Sumida were prophetic, though in ways they might never have suspected. She has been the victim of her own success: if her novels had been published locally in small editions, rather than by a major New York publishing house (Farrar, Straus and Giroux), and if

she hadn't received all those good reviews and attracted so many readers, she probably would not have been the target of such vitriol. Wing Tek Lum tells the old Hawaiian proverb about crabs in a bucket: when one of them tries to climb out, the others drag him back down.

Despite all those who would drag her down, Yamanaka has escaped the bucket. *Heads by Harry*, while just as grittily detailed and truthful in its depiction of local culture as its predecessors, expands its subject matter to the universal themes of personal responsibility and the conflicting emotional currents that both divide and unite the family. The new book shifts the emphasis from the local politics of race to global sexual politics. Whereas the family in *Blu's Hanging* is spectacularly dysfunctional, the Yagyuu, although beset with problems, are a family that works. The narrators of the earlier novels are girls; Toni is a young woman, reflecting Yamanaka's own greater maturity as a storyteller and a craftsman.

Critics of *Blu's Hanging* have complained that the book is sensationalistic, and there is some truth in the charge. The book has a redundancy of scenes of cruelty to animals. In addition to Mrs. Ikeda's appalling mistreatment of her dogs, there are several sadistic cat killings: the animals are hanged, drowned, fed glass dust; a pregnant cat has a firecracker shoved up its rectum. The intention may have been to create a symbol of the maltreatment of poor children on Molokai, but the result is repellent. In *Heads by Harry* the animal theme shifts to the hunt and to taxidermy. Both allude to the traditional culture of Hawaii, the latter indirectly, by invoking the ancient magic of the islands: the taxidermist brings the dead back to a semblance of life. The scenes of Toni's apprenticeship in taxidermy are some of the most evocative in the novel. Near the book's end Harry tells her,

"A taxidermist is one artist but not like one regular artist. Them other artists can make mistake and make it part of the canvas.

"With us, it's like somebody took a piece of the sky and shook it up—stars, moon, sun—then they ask you to put it all back together."

If there is a flaw in the character of Uncle Paulo, in *Blu's Hanging*, it isn't that he perpetuates a negative stereotype of Filipinos; it is that he is flat and unmo-

tivated—an evil character cut out of flimsy cardboard. If the ethnic-studies people were unhappy with Uncle Paulo, some gay scholars will find much to complain about in the character of Toni's brother, Sheldon, who evokes many stereotypes of the homosexual: the bitchy queen, the predatory sexual compulsive, the trendy slave of fashion, the shallow narcissist. When the three Yagyuu siblings share digs at the University of Hawaii, Toni describes an endless stream of late-night visitors to Sheldon's room, mostly unattainable *haoles*, who slip out the door at dawn, leaving Shelly quietly sobbing in his room. Later, when Toni reveals to him that she is pregnant, he "placed his hands on the plane of my belly and wept, my body, not his, capable of creation."

Yet there is an essential truthfulness in Yamanaka's portrait of Sheldon, as there is in most of her characters. In a provincial outpost like Hilo in the 1980s, when the novel is set, an effeminate homosexual had little choice but to adhere to stereotype. Since Sheldon can never pass for straight, he swishes to establish his identity. Unlike Sheldon's prototypes, however, such as the gay outlaws in Hubert Selby Jr.'s *Last Exit to Brooklyn*, who suffer horribly for their deviancy, or the bitter homosexuals in Mart Crowley's *The Boys in the Band*, whose lives are thwarted by self-hatred, Sheldon ends up with a stable relationship and a successful hairdressing salon.

There is a difference between perpetuating stereotypes and observing how they affect the lives of real people. The notion that gay men are doomed to unhappiness because they cannot under ordinary circumstances procreate is a prejudice held by some heterosexuals. But in the scene quoted above Sheldon isn't Gay Everyman; he's Shelly Yagyuu, Toni's brother and the brainchild of Lois-Ann Yamanaka—and anyway, Toni's explanation for his tears may be entirely wrong.

Yamanaka is a trenchant observer and one of the most original voices on the American literary scene. The unsparing candor of her fictional worlds may offend modern-day Dr. Panglosses who would wish away the unpleasant social conditions she portrays, but her novels offer readers with a literary sensibility a stimulating introduction to a world more mysterious and exotic than the illusory idylls of Hawaii painted by outsiders. ☼



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## Report of the Tenure PIG

1 message

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Allan Nebrija <anebrija@hawaii.edu>  
To: bor.testimony@hawaii.edu

Wed, Oct 13, 2021 at 12:58 PM

Dear Honorable Members of the Board of Regents,

Thank you for giving me this opportunity to provide testimony on the importance of tenure for non-instructional faculty and for positions classified as academic and student support services.

I would like to start with my own academic journey as a student at Leeward Community College. I struggled academically as a student at Leeward CC, and I arrived at a juncture where I was ready to give up on my goals. My predicament changed when I was introduced to a counselor by the name of Ernie Libarios. Ernie instilled hope in me by encouraging me to continue my studies even though the situation appeared hopeless for me. He became a mentor to me as well as someone I could confide in when I would encounter problems in my personal life and challenges in my academics. Ernie connected me to academic support services, and financial aid resources that allowed me to continue my studies at Leeward CC. He introduced me to a Self Development course where I learned that there are others such as myself who are also experiencing challenges in different aspects of their life, and this class became my support group along with Ernie. Furthermore, the Self Development course helped me develop my public speaking skills, interpersonal communication skills, and overall prepared me to become a better college student. Through the course of my many interactions with Ernie I gained confidence in myself, my grades improved, and eventually I was able to earn enough credits to transfer to the University of Hawaii at UH West Oahu. I graduated with a degree in Psychology, and went on to Chaminade University to complete my Master's Degree in Counseling Psychology. Ernie was not a teacher in a traditional sense, but he taught me a lot about myself, and he pointed me towards a career path that allowed me to impact individuals the same way he impacted me. I truly believe that my journey would not have been possible if Ernie Libarios, a counselor in Student Services had not been in a tenured position.

I am currently a Disabilities Specialist, a tenured track position under Academic Support Services. I provide federally mandated services to students with disabilities. In addition to my primary duty I work closely with instructional faculty in teaching them how to create course material that is accessible to students with disabilities. Although I am not classified as an instructor or teaching faculty, the support that I provide to instructional faculty significantly impacts student success. The classroom accommodations that I provide allows students to access their course content, which keeps Leeward CC in compliance with federal laws, but more importantly it provides students the opportunity to access their course by removing any barriers caused by their disability. I provide training for faculty and staff on the ADA and 504 laws that govern students with disabilities. I provide outreach to the Department of Education that helps prepare students who are transitioning from high school to college. The ADA and 504 laws are highly complex and interpreting them in the purview of providing classroom accommodations takes a specialized skill, and attracting individuals to fill such positions would be very challenging if the position was not classified as a tenure track position.

In addition to educating faculty and staff. I work daily with students and educate them on how the ADA and 504 laws are applied to support them in their academic journey. I teach students how to self advocate for themselves when seeking out support from their instructors whenever they need help or when they don't understand the course content. I inform them of the availability of support services such as tutoring, mentoring, and counseling. Myself, along with other faculty members in Academic Services impact the lives of students daily with the various support services that we provide. I impact student success by seeking out technology that can assist them in accessing their education such as screen readers and audio notetakers. When available I apply for grants to help fund the purchase of assistive technology that provide support for students with disabilities. I participate in campus leadership groups that impact policies related to curriculum development and assist in increasing enrollment of our target populations. I keep up with best practices in my field through professional development both on campus and by attending national conferences.

I am extremely grateful to be employed with the University of Hawaii system where I can use my position to positively impact the lives of the students that we serve. I humbly ask for your support to not move forward with any decisions that would take away tenure for those who are in non-instructional positions. Thank you for taking the time to read my testimony and thank you for your time and consideration regarding this matter.

Respectfully,

Allan Nebrija

**Allan Nebrija, MSCP**  
Disabilities Specialist  
Disability Services  
Leeward Community College  
[96-045 Ala Ike](#), LC-208  
Pearl City, HI 96782-3366  
[anebrija@hawaii.edu](mailto:anebrija@hawaii.edu)  
[Tel: \(808\) 455-0405](tel:(808)455-0405)



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## Report from the Tenure Task Group

1 message

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**Teri Mitchell** <teri.mitchell@hawaii.edu>  
To: bor.testimony@hawaii.edu

Wed, Oct 13, 2021 at 1:08 PM

To the University of Hawai'i Board of Regents,

My name is Teri Mitchell and I am submitting this written testimony in opposition to the report of the Tenure Task Group. The report proposes eliminating tenure for faculty who are not providing direct instruction, with the exception of librarian faculty. I am asking the Board of Regents to vote no on accepting the report of the Tenure Task Group.

As a non-instructional faculty member, I am a counselor and believe that my profession is deserving of tenure. I have been employed in the UH system for twenty years.

Regarding the report from the Tenure Task Group, and the potential subsequent impact, I am most concerned that:

- No faculty were involved in the process and discussions with the Tenure Task Group;
- The "C" classification of community college faculty was not mentioned in the report, despite the UHCCs being the majority in the UH System;
- Non-instructional faculty are being disregarded as subject matter experts in their professions. These professions require advanced degrees to serve the needs of students with disabilities, student development, student identity, student exploration of careers and majors, first-year students, returning adult students, mental health, instructional design, library science, and more. Advanced degrees in these professions are not typically held by instructional faculty, as they are subject matter experts in their own areas of expertise and rely on non-instructional faculty to meet student needs in these areas;
- The report appears to have gone beyond the scope the regents asked for at the February 2021 meeting, which was specifically to review and investigate the issue of tenure (history, purpose); look outside of UH (evolution of, current views and developments on tenure) and at UH itself (the current process, criteria, and decision making on tenure);
- The report states that the proposed changes might improve the tenure classification system, but it does not explicitly state how these proposed changes would do that, nor was any data provided to support these claims;
- Community College faculty will be required to shift their focus to research, which inherently takes away from the essential services that both instructional and non-instructional faculty provide;
- Support services to students that are provided by non-instructional faculty will be reduced, which is of particular importance at the community college level, where the student population requires more support;
- Community colleges and support staff are critical to State initiatives like [55 by '25](#) that emphasize the importance of post-secondary education that often begins at the two-year institutions. The pandemic has only highlighted the disparities between college-graduate and high school graduates; thus post-secondary education that includes college and career counseling provided by our non-instructional faculty is critical to the economic and social health of our State;
- The periodic review process is proposed to be modified, and will involve administration approval, which deviates from the faculty-driven developmental process that is supported by the Hawaii Labor Relations Board; and

- Tenured faculty have a contract with the University, and the report does not address the legal matters that would arise, nor a plan for the legal costs associated with the proposed changes.

Thank you for your time. I am asking that you VOTE NO on the report from the Tenure Task Group.

Sincerely,

Teri Mitchell, Counselor/Coordinator

Veteran & Military Resource Center

Kapi'olani Community College



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## CSA Testimony - OPPOSITION to the Recommendations (Draft Board Resolution 21-06) of the PIG Report

1 message

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**UHM Faculty Senate** <uhmfs@hawaii.edu>

Wed, Oct 13, 2021 at 2:49 PM

To: BOR Testimony <bor.testimony@hawaii.edu>

Cc: Brent Sipes <sipes@hawaii.edu>, Ku'u lei Salzer <salzer@hawaii.edu>, Jennifer Ninci <jninci@hawaii.edu>, Penny-Bee Kapilialoha Bovard <pennybee@hawaii.edu>

On Behalf of the UHM Faculty Senate - Committee on Student Affairs

Aloha,

The Committee on Student Affairs (CSA) respectfully submits testimony OPPOSING the Recommendations (Draft Board Resolution 21-06) of the PIG Report.

Please see the attachment below.

**John Kinder** for the Committee on Student Affairs

*Administrative Officer*

Mānoa Faculty Senate Office | [2500 Campus Road](#) | Hawai'i Hall 208 | Honolulu, HI 96822 | Ph: (808) 956-7725 | [uhmfs@hawaii.edu](mailto:uhmfs@hawaii.edu) | Senate Website: [www.hawaii.edu/uhmfs](http://www.hawaii.edu/uhmfs)



**20211013 CSA Testimony to the BOR Concerns Regarding the Report on Permitted Interaction Group on**

**Tenure.pdf**

154K



October 13, 2021

To: University of Hawai'i Board of Regents

Fr: University of Hawai'i Mānoa Faculty Senate - Committee on Student Affairs

Re: **Concerns regarding the report to the Board of Regents by the "Permitted Interaction Group on Tenure"**, made public on 9/10/21. In the agenda and materials for the 9/16/21 meeting.

### **OPPOSITION TO THE RECOMMENDATIONS (Draft Board Resolution 21-06) OF THE PIG REPORT**

The Mānoa Faculty Senate (MFS) Committee on Student Affairs (CSA) is in strong opposition to the findings and recommendations made in the Permitted Interaction Group (PIG) Report that was given to the Board of Regents (BOR) on September 10, 2021. We regard that the PIG Report process was flawed from initiation. There was no representation from MFS, and there is a lack of transparency from the Task Group; no minutes or factual evidence of their findings were shared with the public. This is concerning due to the major changes proposed in the PIG Report without clearly defined justification.

Research (R) Faculty, Extension (E) Faculty, and Specialist (S) Faculty are crucial to UH due to UH being the only Research 1 institution in Hawai'i. We would be doing a disservice to our students and community if we were to follow the recommendations in the PIG Report.

- R Faculty bring in the most extramural research funds which are critical to sustaining the institution in times of declining G-funding support.
- E Faculty are the link between many research programs and local stakeholders as stated in Dean Brian Taylor's testimony. Loss of Extension capability will increase the isolation of the University.
- S Faculty provide the best standard of care to all students. S Faculty publish research, instruct in classrooms, and provide service to students to ensure they graduate on time.

These specialist positions are very competitive, and if our institution changes our tenure track and faculty classification scheme, we will lose effective providers for our students that could impact on their academic success and wellbeing.

The only faculty liaison on the PIG task force was Christian Fern, Executive Director of UHPA. Fern expressed strong dissent to the PIG Report and findings. Fern stated that the process was rushed with preconceived notions that created an unfair representation of faculty duties and structure, and in fact "(their) discussions have not revealed any valid or actionable problems with the University of Hawai'i's tenure processes that have merit



to address” and that the proposed changes are “clearly not necessary.” CSA agrees with Fern’s dissent, as the only faculty liaison on the committee. If the PIG task force was a fair process there would be more faculty representation to contribute to the PIG Report that represents our institution.

As the Committee on Student Affairs, we advocate for student success and wellbeing. Maintaining high quality faculty across disciplines will give students the best possible chances of acquiring an excellent educational experience and ensuring their success within the University of Hawai’i system. If enacted, this policy will set UH apart from sister institutions, diminishing our programs, threatening our accreditation, and lowering our competitive edge. Harming the recruitment and retention of all faculty classifications will clearly impact students.

As a Committee, we ask that you consider the negative effects that the PIG Report, if implemented, will have on our campus for years to come.

*Committee on Student Affairs Members:*

**Ku‘uleialohaonālani Salzer-Vitale**, S Faculty

**Rachel Lentz**, S Faculty

**Lara Hackney**, I Faculty

**Jennifer Ninci**, I Faculty

**Kathleen Ruttenberg**, I Faculty

**Maureen O’Brien**, I Faculty

**Clifford Bersamira**, I Faculty

**Sharleen Chock**, S Faculty



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## SEC Testimony to the BOR Opposing the Report of the Tenure Permitted Interaction Group

1 message

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**UHM Faculty Senate** <uhmfs@hawaii.edu>

Wed, Oct 13, 2021 at 3:17 PM

To: BOR Testimony <bor.testimony@hawaii.edu>

Cc: Brent Sipes <sipes@hawaii.edu>, SEC <uhm-mfs-sec@lists.hawaii.edu>

On Behalf of the UHM Faculty - Senate Executive Committee (SEC)

Aloha,

The Senate Executive Committee (SEC) respectfully submits testimony OPPOSING the Report of the Tenure Permitted Interaction Group.

Please see the attachment below.

**John Kinder** for Brent Sipes, SEC Chair

*Administrative Officer*

Mānoa Faculty Senate Office | [2500 Campus Road](#) | Hawai'i Hall 208 | Honolulu, HI 96822 | Ph: (808) 956-7725 | [uhmfs@hawaii.edu](mailto:uhmfs@hawaii.edu) | Senate Website: [www.hawaii.edu/uhmfs](http://www.hawaii.edu/uhmfs)



**20211021 SEC Testimony to the BOR OPPOSING Report of the Permitted Interaction Group (PIG) on**

**Tenure.pdf**

202K



October 11, 2021

TO: Randolph Moore, Chair  
University of Hawai'i Board of Regents

CC: David Lassner, CEO & President  
University of Hawai'i System

Michael Bruno, Provost  
University of Hawai'i at Mānoa

FROM: Brent Sipes, Chair  
Mānoa Faculty Senate

**RE: Mānoa Faculty Senate Executive Committee Testimony to the Board of Regents OPPOSING the Report of the Tenure Permitted Interaction Group**

The Mānoa Faculty Senate (MFS) Senate Executive Committee (SEC) strongly disagrees with the findings and recommendations proposed by the Tenure Permitted Interaction Group (PIG). As Provost Bruno indicated in his October 6 letter to the faculty, “The report submitted by the Permitted Interaction Group on Tenure to the Board of Regents has prompted many questions and a great deal of anxiety among our faculty.” We appreciate Provost Bruno’s statement of support for faculty ([attached](#)).

Our opposition to the content of the PIG report and recommended policy changes can be arranged in six points.

The recommendations are outside of the charge given to the PIG. The Tenure PIG’s purpose and scope was only to review and investigate tenure by exploring the history and purpose of tenure at Institutes of Higher Education with particular emphasis on the University of Hawai'i (UH), the evolution of, current views surrounding, and developments on tenure at institutions outside of UH, and the current process, criteria, and decision making on granting tenure to faculty at UH. The PIG was not tasked with addressing Senate Resolution No. 166 by the Board of Regents (BOR) and should not have. The PIG decided without charge from the BOR to review faculty classification, periodic review, and alignment of tenure with the mission and priorities of UH. Furthermore, the PIG exceeded its BOR charge of review and investigation by proposing recommendations.

The PIG failed to include representatives from specific groups noted in the original charge. Faculty voice was entirely absent. Faculty were not asked to provide information, contribute perspective, nor even offer comment



on a matter affecting them so directly and personally. The absence of such important information and perspective can only lead to ill-formed conclusions.

The PIG recommendations ignore that some of the proposed changes are bargainable issues. Periodic review and the tenure process are both part of the contract between the BOR, State of Hawai‘i, and the University of Hawai‘i Professional Assembly. Additionally, changes to working conditions must be addressed through collective bargaining and adopted through contract language, not PIG recommendation.

The PIG failed to assess data on periodic/post-tenure review. The PIG seems to have misconstrued the underlying reasons for periodic review. No information was gathered and analyzed to ascertain the effectiveness of periodic review. The failure to objectively assess the current periodic review process and outcomes negates any conclusions that the PIG attempts to draw.

The proposed reclassification of faculty erroneously assumes that faculty duties are uniform. This is not the case. Faculty work is complex and involves multiple overlapping and not mutually exclusive tasks. The PIG is unclear in the reasoning and rationale behind the findings and recommended changes. The logic behind the elimination of some classifications (J, M, R, S) but the retention of others (L) is not clear. The intended and anticipated outcomes of such eliminations in classification are not apparent.

Finally, the PIG’s recommendation and rationale on limiting tenure for Extension Agents is illogical. Land, Sea, Space, and Sun Grant Universities, such as UH Mānoa, are predicated on teaching, research, and extension. This is especially true in agriculture and aquaculture. Extension agents engage in teaching routinely, just often not in a formal classroom. The PIG does not define any problem with the current system nor potential impacts from any change.

Overall the SEC finds the PIG resolution to be under-informed, illogical, and inappropriate. The resolution is not based on supporting data indicating problems, does not build a logical foundation for any action, and fails to account for any effects the proposed changes may inflict upon the university. Consequently, the SEC is opposed to the PIG report, BOR resolution 21-06, and recommendations for changes to RP 9.201, RP 9.202 and RP 9.213.



## Testimony for next BOR meeting

1 message

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**Peter Arnade** <parnade@hawaii.edu>

Wed, Oct 13, 2021 at 3:29 PM

To: bor.testimony@hawaii.edu

Cc: christian Fern <fern@uhpa.org>

Dear Regents;

Please find attached my testimony against the PIG on Tenure. All my best to you.

Peter Arnade

Dean, College of Arts, Languages and Letters

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**DeanCALLstatementPIG.docx**

232K



October 13, 2021

Dear Regents.

I am writing as Dean of the College of Arts, Languages and Letters at Mānoa to express my opposition to the Permitted Interaction Group's Report on Tenure recommendations. The report conflates three separate issues: the matter of tenure, the classification system of faculty at Mānoa, and the Periodic Review process, and in doing so, entangles together distinct issues --provoking the observation of overstepping the PIG's charge, as UHPA Executive Director Christian Fern has astutely underscored.

I have two points to make while observing that others have likewise offered keen reactions. First is the matter of timing and justification. It is not clear to me why this PIG was launched now when we as a state, set of communities, and university face a grave global pandemic and a pressing economic set of challenges that have upended many's lives and livelihoods. The Pig seems ill-timed when these more pressing issues confront us. Second, I stand firm in my support of tenure as a category of academic appointment. To tie tenure to considerations of "enrollment requirements and strategic growth priorities" introduces ill-defined and market-saturated metrics to an academic designation that poorly suits it. If the concern is accountability of faculty, then I can assure you we deans, as well as department chairs and faculty and administrators more generally, are committed to ensuring this, including through the periodic review process, which I and our chairs in CALL take very seriously.

I want to point out as CALL dean that the work of our faculty and staff---I faculty, S faculty, and APTs and Civil Service employees in our College—is significant and impressive. Often the extra work faculty and staff take on is invisible to those outside of Mānoa. In my decade as dean of the former AH and now of CALL, I have witnessed over and over again faculty volunteering to take on extra work, from multiple independent studies, which involve additional instruction and mentorship, to community service and outreach events. I routinely see faculty in the evenings or on the weekend on campus or at work (now that we work a good deal on zoom), and CALL faculty are regularly out in the community, from our public schools to our local and state public organizations and community groups. Faculty and staff work exceedingly hard and face spiking costs of living, a runaway house market, and often under resourced support, but their dedication to their craft and to our students is fundamental. What is more they hold these commitments while pursuing excellence in teaching, research, scholarship and artistic performance.

The PIG introduces worrisome language concerning tenure during a time when students, faculty and staff are under great pressure owing to COVID, a challenge, I should add, they rose to meet with impressive responsiveness, innovation, and care for students.

With thanks.

A handwritten signature in black ink, appearing to read 'Peter Arnade', written over a white background.

Peter Arnade

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## Report from the Tenure Task Group

1 message

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**Stuart Uesato** <uesato@hawaii.edu>  
To: bor.testimony@hawaii.edu

Wed, Oct 13, 2021 at 4:25 PM

To the University of Hawai'i Board of Regents,

My name is Stuart Uesato and I am submitting this written testimony **in opposition** to the report of the Tenure Task Group. The report proposes eliminating tenure for faculty who are not providing direct instruction, with the exception of librarian faculty. I am asking the Board of Regents to vote no on accepting the report of the Tenure Task Group.

As a non-instructional faculty member, I am a counselor and I believe that my profession is deserving of tenure. I have been employed in the UH system for 50 years.

In regards to the report from the Tenure Task Group and its potential subsequent impact, I am most concerned that:

- The "C" classification of community college faculty was not mentioned in the report, despite the UHCCs being the majority of the UH system;
- Non-instructional faculty are being disregarded as subject matter experts in their professions. These professions require advanced degrees to serve the needs of students with disabilities, student development, student identity, student exploration of careers and majors, first-year students, returning adult students, and more. Advanced degrees in these professions are not typically held by instructional faculty, as they are subject matter experts in their own areas of expertise and rely on non-instructional faculty to meet student needs in these areas;
- Community College faculty will be required to shift their focus to research, which inherently takes away from the essential services that both instructional and non-instructional faculty provide. While research occurs at the community college, it is not the primary focus of our efforts. The primary focus is student success;
- Support services to students that are provided by non-instructional faculty will be reduced, which is of particular importance at the community college level, where the student population requires more support;
- With the potential implementation of free community college by the federal government, the role of the credentialed, non-instructional faculty will be even further heightened in importance;
- Community colleges and support staff are critical to State initiatives like [55 by '25](#) that emphasize the importance of post-secondary education that often begins at the two-year institutions. The pandemic has only highlighted the disparities between college-graduate and high school graduates; thus post-secondary education that includes college and career counseling provided by our non-instructional faculty is critical to the economic and social health of our State;
- Tenured faculty have a contract with the University, and the report does not address the legal matters that would arise, nor a plan for the legal costs associated with the proposed changes.

Thank you for your time and attention. Again, I am asking that you VOTE NO on the report from the Tenure Task Group.

Sincerely,

Stuart Uesato

\*\*\*\*\*

**Stuart Y. Uesato**

Counselor

Leeward Community College

Pearl City, Hawaii 96782

(808) 455-0295

[uesato@hawaii.edu](mailto:uesato@hawaii.edu)

If you want to go fast, go alone.

If you want to go far, go together.

African proverb

from *the Good Lie*

*Life is like a mirror: if you frown at it, it frowns  
back; if you smile, it returns the greeting.  
- William Thackeray*

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## Report from the Tenure Task Group

1 message

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**Allyson Ota** <allyson@hawaii.edu>  
To: bor.testimony@hawaii.edu

Wed, Oct 13, 2021 at 4:26 PM

To the University of Hawai'i Board of Regents,

My name is Allyson Ota and I am submitting this written testimony in opposition to the report of the Tenure Task Group. The report proposes eliminating tenure for faculty who are not providing direct instruction, with the exception of librarian faculty. I am asking the Board of Regents to vote no on accepting the report of the Tenure Task Group.

As a librarian, I am submitting this testimony in solidarity with my fellow non-instructional faculty whose tenure options have been proposed to be eliminated. I have been employed in the UH system for approximately 3 years.)

Regarding the report from the Tenure Task Group, and the potential subsequent impact, I am most concerned that:

- No faculty were involved in the process and discussions with the Tenure Task Group
- The "C" classification of community college faculty was not mentioned in the report, despite the UHCCs being the majority of the UH system
- Non-instructional faculty are being disregarded as subject matter experts in their professions. These professions require advanced degrees to serve the needs of students with disabilities, student development, student identity, student exploration of careers and majors, first-year students, returning adult students, mental health, instructional design, library science, and more. Advanced degrees in these professions are not typically held by instructional faculty, as they are subject matter experts in their own areas of expertise and rely on non-instructional faculty to meet student needs in these areas.
- The report appears to have gone beyond the scope the regents asked for at the February 2021 meeting, which was specifically to review and investigate the issue of tenure (history, purpose); look outside of UH (evolution of, current views and developments on tenure) and at UH itself (the current process, criteria, and decision making on tenure)
- The report states that the proposed changes might improve the tenure classification system, but it does not explicitly state how these proposed changes would do that, nor was any data provided to support these claims
- Community College faculty will be required to shift their focus to research, which inherently takes away from the essential services that both instructional and non-instructional faculty provide
- Support services to students that are provided by non-instructional faculty will be reduced, which is of particular importance at the community college level, where the student population requires more support
- Community colleges and support staff are critical to State initiatives like [55 by '25](#) that emphasize the importance of post-secondary education that often begins at the two-year institutions. The pandemic has only highlighted the disparities between college-graduate and high school graduates; thus post-secondary education that includes college and career counseling provided by our non-instructional faculty is critical to the economic and social health of our State.

- The periodic review process is proposed to be modified, and will involve administration approval, which deviates from the faculty-driven developmental process that is supported by the Hawaii Labor Relations Board
- Tenured faculty have a contract with the University, and the report does not address the legal matters that would arise, nor a plan for the legal costs associated with the proposed changes

Thank you for your time, and again I am asking that you VOTE NO on the report from the Tenure Task Group.

Sincerely,

Allyson Ota  
Instructor (C2), Electronic Resources Coordinator  
Kapi'olani Community College



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## Report from the Tenure Task Group

1 message

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**Michele Mahi** <mhamada@hawaii.edu>  
To: bor.testimony@hawaii.edu

Wed, Oct 13, 2021 at 6:53 PM

To the University of Hawai'i Board of Regents:

My name is Michele Mahi, and I am an Assistant Professor in the Language Arts Division at Leeward Community College. I have been employed in the UH system for approximately 12 years.

I am submitting this written testimony in opposition to the report of the Tenure Task Group. The report proposes eliminating tenure for faculty who are not providing direct instruction, with the exception of librarian faculty, and eliminating the current C classification for community college faculty and placing them in a category that requires research and scholarship, which would pull the instructional faculty out of the classroom. Therefore, I am asking the Board of Regents to vote no on accepting the report of the Tenure Task Group.

As an instructional faculty member, I have the following concerns:

- I believe that the roles and responsibilities of non-instructional faculty members are critical to the success of students.
- The roles and responsibilities of non-instructional faculty absorb various aspects of supporting students, ultimately supporting my ability to focus on teaching.
- The work of non-instructional faculty would not go away, and I do not have the additional time nor expertise to absorb all of the duties and responsibilities that non-instructional faculty provide.
- The proposal to eliminate tenure for non-instructional faculty would inherently decrease the number of positions, reducing the quality of support services to students.
- Support services to students provided by non-instructional faculty will be reduced, which is of particular importance at the community college level, where the student population requires more support for academic success.
- Community colleges and support staff are critical to State initiatives like 55 by '25 that emphasize the importance of post-secondary education that often begins at the two-year institutions. The pandemic has only highlighted the disparities between college-graduate and high school graduates; thus post-secondary education that includes college and career counseling provided by our non-instructional faculty is critical to the economic and social health of our State.
- Non-instructional faculty are being disregarded as subject matter experts in their professions. These professions require advanced degrees to serve the needs of students with disabilities, student development, student identity, student exploration of careers and majors, first-year students, returning adult students, mental health, instructional design, library science, and more. Advanced degrees in these professions are not typically held by instructional faculty, as they are subject matter experts in their own areas of expertise and rely on non-instructional faculty to meet student needs in these areas.

Regarding the report from the Tenure Task Group, I am most concerned that:

- No community college or four-year institution faculty were involved in the process and discussions with the Tenure Task Group.
- The report appears to have gone beyond the scope the regents asked for at the February 2021 meeting, which was specifically to review and investigate the issue of tenure (history, purpose); look outside of UH (evolution of, current views and developments on tenure) and at UH itself (the current process, criteria, and decision making on tenure).
- The report states that the proposed changes might improve the tenure classification system. Still, it does not explicitly state how these proposed changes would do that, nor was any data provided to substantiate these claims.
- Community College faculty will be required to shift their focus to research, which inherently takes away from the essential services that instructional and non-instructional faculty provide. This shift would require a substantial additional cost to the college as the instructional faculty would need course release time to handle this new set of requirements.
- The services non-instructional faculty provide have been deemed non-essential and not worthy of being a continuous service at our colleges.

- The report proposes a modification to the periodic review process. This modification will involve administration approval, deviating from the faculty-driven developmental process that the Hawaii Labor Relations Board supports.

Thank you for your time, and again I am asking that you **VOTE NO on the report from the Tenure Task Group.**

Sincerely,

Michele Mahi  
Assistant Professor  
Leeward Community College



**Michele M. Mahi**

Assistant Professor, Leeward Community College

[96-045 Ala `Ike, Pearl City, HI 96782](tel:96-045-0450)

(808) 455-0337 | [mhamada@hawaii.edu](mailto:mhamada@hawaii.edu)



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## Report from the Tenure Task Group

1 message

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**Jennifer Wharton** <wharton@hawaii.edu>  
To: bor.testimony@hawaii.edu

Wed, Oct 13, 2021 at 8:13 PM

To the University of Hawai'i Board of Regents,

My name is Jennifer Wharton and I am an Assistant Professor in the Language Arts department at Leeward Community College. I have been employed in the UH system for approximately 12 years.

I am submitting this written testimony in opposition to the report of the Tenure Task Group. The report proposes eliminating tenure for faculty who are not providing direct instruction, with the exception of librarian faculty, and eliminating the current C classification for community college faculty and placing them in a category that requires research and scholarship, which would pull the instructional faculty out of the classroom. I am asking the Board of Regents to vote no on accepting the report of the Tenure Task Group.

As an instructional faculty member, I have the following concerns:

- I believe that the roles and responsibilities of non-instructional faculty members are critical to the success of students
- The roles and responsibilities of non-instructional faculty absorb various aspects of supporting students which ultimately supports my ability to focus on teaching
- The work of non-instructional faculty would not go away, and I do not have additional time nor expertise to absorb all of the duties and responsibilities that non-instructional faculty provide
- The proposal to eliminate tenure for non-instructional faculty would inherently decrease the number of positions, leading to a reduction in the quality of support services to students
- Support services to students that are provided by non-instructional faculty will be reduced, which is of particular importance at the community college level, where the student population requires more support for academic success
- Community colleges and support staff are critical to State initiatives like [55 by '25](#) that emphasize the importance of post-secondary education that often begins at the two-year institutions. The pandemic has only highlighted the disparities between college-graduate and high school graduates; thus post-secondary education that includes college and career counseling provided by our non-instructional faculty is critical to the economic and social health of our State.
- Non-instructional faculty are being disregarded as subject matter experts in their professions. These professions require advanced degrees to serve the needs of students with disabilities, student development, student identity, student exploration of careers and majors, first-year students, returning adult students, mental health, instructional design, library science, and more. Advanced degrees in these professions are not typically held by instructional faculty, as they are subject matter experts in their own areas of expertise and rely on non-instructional faculty to meet student needs in these areas.

Regarding the report from the Tenure Task Group, I am most concerned that:

- No community college or four year institution faculty were involved in the process and discussions with the Tenure Task Group

- The report appears to have gone beyond the scope the regents asked for at the February 2021 meeting, which was specifically to review and investigate the issue of tenure (history, purpose); look outside of UH (evolution of, current views and developments on tenure) and at UH itself (the current process, criteria, and decision making on tenure).
- The report states that the proposed changes might improve the tenure classification system, but it does not explicitly state how these proposed changes would do that, nor was any data provided to substantiate these claims
- Community College faculty will be required to shift their focus to research, which inherently takes away from the essential services that both instructional and non-instructional faculty provide, and would require a substantial additional cost to the college as the instructional faculty would need course release time to handle this new set of requirements
- The services non-instructional faculty provide have been deemed as non-essential and not worthy of being a constant service at our colleges
- The periodic review process is proposed to be modified, and will involve administration approval, which deviates from the faculty-driven developmental process that is supported by the Hawaii Labor Relations Board

Thank you for your time, and again I am asking that you VOTE NO on the report from the Tenure Task Group.

Sincerely,

Jennifer Wharton  
Assistant Professor of English  
Leeward Community College, Waianae Moku



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## UH BOR Resolution 21-06 Tenure Task Group

1 message

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**Meredith Lee** <mjlee@hawaii.edu>  
To: bor.testimony@hawaii.edu

Wed, Oct 13, 2021 at 9:25 PM

To the University of Hawai'i Board of Regents,

My name is Meredith J. Lee, and I am an Assistant Professor at the Wai'anae Moku Education Center at Leeward Community College. I have been employed in the UH system for approximately 14 years.

I am submitting this written testimony in opposition to the report of the Tenure Task Group. The report proposes eliminating tenure for faculty who are not providing direct instruction, with the exception of librarian faculty, and eliminating the current C classification for community college faculty and placing them in a category that requires research and scholarship, which would pull the instructional faculty out of the classroom. I am asking the Board of Regents to vote no on accepting the report of the Tenure Task Group.

As an instructional faculty member, I have the following concerns:

- I believe that the roles and responsibilities of non-instructional faculty members are critical to the success of students.
- The roles and responsibilities of non-instructional faculty absorb various aspects of supporting students which ultimately supports my ability to focus on teaching.
- The work of non-instructional faculty would not go away, and I do not have additional time nor expertise to absorb all of the duties and responsibilities that non-instructional faculty provide.
- The proposal to eliminate tenure for non-instructional faculty would inherently decrease the number of positions, leading to a reduction in the quality of support services to students.
- Support services to students that are provided by non-instructional faculty will be reduced, which is of particular importance at the community college level, where the student population requires more support for academic success.
- Community colleges and support staff are critical to State initiatives like [55 by '25](#) that emphasize the importance of post-secondary education that often begins at the two-year institutions. The pandemic has only highlighted the disparities between college-graduate and high school graduates; thus post-secondary education that includes college and career counseling provided by our non-instructional faculty is critical to the economic and social health of our State.
- Non-instructional faculty are being disregarded as subject matter experts in their professions. These professions require advanced degrees to serve the needs of students with disabilities, student development, student identity, student exploration of careers and majors, first-year students, returning adult students, mental health, instructional design, library science, and more. Advanced degrees in these professions are not typically held by instructional faculty, as they are subject matter experts in their own areas of expertise and rely on non-instructional faculty to meet student needs in these areas.

Regarding the report from the Tenure Task Group, I am most concerned that:

- No community college or four-year institution faculty were involved in the process and discussions with the Tenure Task Group.
- The report appears to have gone beyond the scope the regents asked for at the February 2021 meeting, which was specifically to review and investigate the issue of tenure (history, purpose); look outside of UH (evolution of, current views and developments on tenure) and at UH itself (the current process, criteria, and decision making on tenure).
- The report states that the proposed changes might improve the tenure classification system, but it does not explicitly state how these proposed changes would do that, nor was any data provided to substantiate these claims.
- Community College faculty will be required to shift their focus to research, which inherently takes away from the essential services that both instructional and non-instructional faculty provide, and would require a substantial

additional cost to the college as the instructional faculty would need course release time to handle this new set of requirements.

- The services non-instructional faculty provide have been deemed as non-essential and not worthy of being a constant service at our colleges.
- The periodic review process is proposed to be modified, and will involve administration approval, which deviates from the faculty-driven developmental process that is supported by the Hawaii Labor Relations Board.

Thank you for your time, and again I am asking that you VOTE NO on the report from the Tenure Task Group.

Sincerely,

Meredith J. Lee, PhD

Pronouns: she/her/hers

Assistant Professor of English

Leeward Community College--Wai'anae Moku



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## Written testimony in opposition to the report of the Tenure Task Group

1 message

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**Kathleen Cashman** <cashmank@hawaii.edu>  
To: bor.testimony@hawaii.edu

Wed, Oct 13, 2021 at 9:44 PM

To the University of Hawai'i Board of Regents,

My name is Kathleen Cashman, and I am an Assistant Professor in the Business Division at Leeward Community College. I have been employed in the UH system for approximately seven years.

I am submitting this written testimony in opposition to the report of the Tenure Task Group. The report proposes eliminating tenure for faculty who are not providing direct instruction, except for librarian faculty, and eliminating the current C classification for community college faculty and placing them in a category that requires research and scholarship, which would pull the instructional faculty out of the classroom.

Therefore, I am asking the Board of Regents to vote no on accepting the report of the Tenure Task Group.

As an instructional faculty member, I have the following concerns:

First, I believe that the roles and responsibilities of non-instructional faculty members are critical to students' success. The roles and responsibilities of non-instructional faculty absorb various aspects of supporting students, which ultimately helps me focus on teaching.

The proposal to eliminate tenure for non-instructional faculty would inherently decrease the number of positions, reducing the quality of support services to students.

Support services to students provided by non-instructional faculty will be reduced, which is of particular importance at the community college level, where the student population requires more support for academic success.

Community colleges and support staff are critical to State initiatives like [55 by '25](#) that emphasize the importance of post-secondary education that often begins at the two-year institutions. The pandemic has only highlighted the disparities between college-graduate and high school graduates; thus, post-secondary education that includes college and career counseling provided by our non-instructional faculty is critical to our State's economic and social health.

Non-instructional faculty are being disregarded as subject matter experts in their professions. These professions require advanced degrees to serve the needs of students with disabilities, student development, student identity, student exploration of careers and majors, first-year students, returning adult students, mental health, instructional design, library science, and more. Advanced degrees in these professions are not typically held by instructional faculty. They are experts in their areas of expertise and rely on non-instructional faculty to meet student needs in these areas.

Regarding the report from the Tenure Task Group, I am most concerned that:

No community college or four-year institution faculty were involved in the process and discussions with the Tenure Task Group.

The report appears to have gone beyond the scope the regents asked for at the February 2021 meeting, which was specifically to review and investigate the issue of tenure (history, purpose); look outside of UH

(evolution of, current views and developments on tenure) and at UH itself (the current process, criteria, and decision making on tenure).

The report states that the proposed changes might improve the tenure classification system. Still, it does not explicitly state how these proposed changes would do that, nor was any data provided to substantiate these claims.

Community College faculty will be required to shift their focus to research, which inherently takes away from the essential services that both instructional and non-instructional faculty provide, and would require a substantial additional cost to the college as the instructional faculty would need course release time to handle this new set of requirements.

The services non-instructional faculty provide have been deemed non-essential and not worthy of continuous service at our colleges.

The periodic review process is proposed to be modified and will involve administration approval, which deviates from the faculty-driven developmental process that the Hawaii Labor Relations Board supports.

Thank you for your time, and again I am asking that you VOTE NO on the report from the Tenure Task Group.

Sincerely,

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Kathleen Cashman, M. Ed, RHIT, CCS  
Health Information Technology (HIT) Program Coordinator  
Business Division  
Office: BE 220  
University of Hawaii - Leeward Community College  
[96-045 Ala Ika](#)  
[Pearl City, Hawaii 96782-3393](#)  
Phone: 808-455-0621  
Email: [cashmank@hawaii.edu](mailto:cashmank@hawaii.edu)



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## Report from the Tenure Task Group

1 message

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**Mareva Minerbi** <mareva@hawaii.edu>  
To: bor.testimony@hawaii.edu

Wed, Oct 13, 2021 at 10:35 PM

To the University of Hawai'i Board of Regents,

My name is Mareva and I am a Lecturer in Dance in the Arts and Humanities Department at Leeward Community College. I have been employed in the UH system for approximately eight years.

I am submitting this written testimony in opposition to the report of the Tenure Task Group. The report proposes eliminating tenure for faculty who are not providing direct instruction, with the exception of librarian faculty, and eliminating the current C classification for community college faculty and placing them in a category that requires research and scholarship, which would pull the instructional faculty out of the classroom. I am asking the Board of Regents to vote no on accepting the report of of the Tenure Task Group.

As an instructional faculty member, I have the following concerns:

I believe that the roles and responsibilities of non-instructional faculty members are critical to the success of students

The roles and responsibilities of non-instructional faculty absorb various aspects of supporting students which ultimately supports my ability to focus on teaching

The work of non-instructional faculty would not go away, and I do not have additional time nor expertise to absorb all of the duties and responsibilities that non-instructional faculty provide

The proposal to eliminate tenure for non-instructional faculty would inherently decrease the number of positions, leading to a reduction in the quality of support services to students

Support services to students that are provided by non-instructional faculty will be reduced, which is of particular importance at the community college level, where the student population requires more support for academic success

Community colleges and support staff are critical to State initiatives like [55 by '25](#) that emphasize the importance of post-secondary education that often begins at the two-year institutions. The pandemic has only highlighted the disparities between college-graduate and high school graduates; thus post-secondary education that includes college and career counseling provided by our non-instructional faculty is critical to the economic and social health of our State.

Non-instructional faculty are being disregarded as subject matter experts in their professions. These professions require advanced degrees to serve the needs of students with disabilities, student development, student identity, student exploration of careers and majors, first-year students, returning adult students, mental health, instructional design, library science, and more. Advanced degrees in these professions are not typically held by instructional faculty, as they are subject matter experts in their own areas of expertise and rely on non-instructional faculty to meet student needs in these areas.

Regarding the report from the Tenure Task Group, I am most concerned that:

No community college or four year institution faculty were involved in the process and discussions with the Tenure Task Group.

The report appears to have gone beyond the scope the regents asked for at the February 2021 meeting, which was specifically to review and investigate the issue of tenure (history, purpose); look outside of UH (evolution of, current views and developments on tenure) and at UH itself (the current process, criteria, and decision making on tenure).

The report states that the proposed changes might improve the tenure classification system, but it does not explicitly state how these proposed changes would do that, nor was any data provided to substantiate these claims

Community College faculty will be required to shift their focus to research, which inherently takes away from the essential services that both instructional and non-instructional faculty provide, and

would require a substantial additional cost to the college as the instructional faculty would need course release time to handle this new set of requirements

The services non-instructional faculty provide have been deemed as non-essential and not worthy of being a constant service at our colleges

The periodic review process is proposed to be modified, and will involve administration approval, which deviates from the faculty-driven developmental process that is supported by the Hawaii Labor Relations Board

Thank you for your time, and again I am asking that you VOTE NO on the report from the Tenure Task Group.

Sincerely,

Mareva Minerbi

Mareva Minerbi

Lecturer in Dance

Arts and Humanities

Leeward Community College

[96-045 Ala Ike, Pearl City, HI 96782](tel:96-045-0000)

[mareva@hawaii.edu](mailto:mareva@hawaii.edu)



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## Permitted Interaction Group on tenure

1 message

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**Ned Bertz** <bertz@hawaii.edu>  
To: bor.testimony@hawaii.edu

Thu, Oct 14, 2021 at 2:48 AM

Dear Board of Regents,

I write to express my disappointment and contention with the process and findings of the recent Permitted Interaction Group on tenure. With major stakeholders excluded, the entire enterprise was shallow, uninformed, and reckless. Its recommended policy changes in regards to tenure are likely to cause tremendous long-run damage to the University of Hawai'i system, in addition to the considerable consternation they have already stirred up in the short run. For the good of the University and its students, the BOR should not adopt the proposed resolutions. To do otherwise would be a serious overreach beyond its duty to set the direction of the UH system, and a miscarriage of justice when it comes to the spirit of academic freedom at the core of the pursuit of higher education. Mahalo nui loa for considering this testimony.

Sincerely,

Dr. Ned Bertz  
Associate Professor  
[Department of History](#)  
University of Hawai'i at Mānoa



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**(no subject)**

1 message

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**Abigail Langlas** <alanglas@hawaii.edu>  
To: bor.testimony@hawaii.edu

Thu, Oct 14, 2021 at 6:46 AM

To the University of Hawai'i Board of Regents,

My name is Abigail Langlas and I am an Instructor in the Culinary Department at Leeward Community College. I have been employed in the UH system for approximately 3 1/2 years.

I am submitting this written testimony in opposition to the report of the Tenure Task Group. The report proposes eliminating tenure for faculty who are not providing direct instruction, with the exception of librarian faculty, and eliminating the current C classification for community college faculty and placing them in a category that requires research and scholarship, which would pull the instructional faculty out of the classroom. I am asking the Board of Regents to vote no on accepting the report of the Tenure Task Group.

As an instructional faculty member, I have the following concerns:

- I believe that the roles and responsibilities of non-instructional faculty members are critical to the success of students
- The roles and responsibilities of non-instructional faculty absorb various aspects of supporting students which ultimately supports my ability to focus on teaching
- The work of non-instructional faculty would not go away, and I do not have additional time nor expertise to absorb all of the duties and responsibilities that non-instructional faculty provide
- The proposal to eliminate tenure for non-instructional faculty would inherently decrease the number of positions, leading to a reduction in the quality of support services to students
- Support services to students that are provided by non-instructional faculty will be reduced, which is of particular importance at the community college level, where the student population requires more support for academic success
- Community colleges and support staff are critical to State initiatives like [55 by '25](#) that emphasize the importance of post-secondary education that often begins at the two-year institutions. The pandemic has only highlighted the disparities between college-graduate and high school graduates; thus post-secondary education that includes college and career counseling provided by our non-instructional faculty is critical to the economic and social health of our State.
- Non-instructional faculty are being disregarded as subject matter experts in their professions. These professions require advanced degrees to serve the needs of students with disabilities, student development, student identity, student exploration of careers and majors, first-year students, returning adult students, mental health, instructional design, library science, and more. Advanced degrees in these professions are not typically held by instructional faculty, as they are subject matter experts in their own areas of expertise and rely on non-instructional faculty to meet student needs in these areas.

Regarding the report from the Tenure Task Group, I am most concerned that:

- No community college or four year institution faculty were involved in the process and discussions with the Tenure Task Group

- The report appears to have gone beyond the scope the regents asked for at the February 2021 meeting, which was specifically to review and investigate the issue of tenure (history, purpose); look outside of UH (evolution of, current views and developments on tenure) and at UH itself (the current process, criteria, and decision making on tenure).
- The report states that the proposed changes might improve the tenure classification system, but it does not explicitly state how these proposed changes would do that, nor was any data provided to substantiate these claims
- Community College faculty will be required to shift their focus to research, which inherently takes away from the essential services that both instructional and non-instructional faculty provide, and would require a substantial additional cost to the college as the instructional faculty would need course release time to handle this new set of requirements
- The services non-instructional faculty provide have been deemed as non-essential and not worthy of being a constant service at our colleges
- The periodic review process is proposed to be modified, and will involve administration approval, which deviates from the faculty-driven developmental process that is supported by the Hawaii Labor Relations Board

Thank you for your time, and again I am asking that you VOTE NO on the report from the Tenure Task Group.

Sincerely,

Abigail Langlas  
*Instructor, CC*  
*Culinary Arts Program*  
*University of Hawaii Leeward CC*  
*96-045 Ala 'Ike*  
*Pearl City, Hawai'i 96782*  
*Voice: (808) 455-0244*



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## testimony opposing BOR tenure task force recommendations

1 message

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**Michael Kato** <katomich@hawaii.edu>  
To: bor.testimony@hawaii.edu

Thu, Oct 14, 2021 at 7:21 AM

To the University of Hawai'i Board of Regents,

My name is Micihael Kato and I am an assistant professor in the ICS department at Windward Community College. I have been employed in the UH system for approximately 10 years.

I am submitting this written testimony in opposition to the report of the Tenure Task Group. The report proposes eliminating tenure for faculty who are not providing direct instruction, with the exception of librarian faculty, and eliminating the current C classification for community college faculty and placing them in a category that requires research and scholarship, which would pull the instructional faculty out of the classroom. I am asking the Board of Regents to vote no on accepting the report of the Tenure Task Group.

As an instructional faculty member, I have the following concerns:

- I believe that the roles and responsibilities of non-instructional faculty members are critical to the success of students
- The roles and responsibilities of non-instructional faculty absorb various aspects of supporting students which ultimately supports my ability to focus on teaching
- The work of non-instructional faculty would not go away, and I do not have additional time nor expertise to absorb all of the duties and responsibilities that non-instructional faculty provide
- The proposal to eliminate tenure for non-instructional faculty would inherently decrease the number of positions, leading to a reduction in the quality of support services to students
- Support services to students that are provided by non-instructional faculty will be reduced, which is of particular importance at the community college level, where the student population requires more support for academic success
- Community colleges and support staff are critical to State initiatives like [55 by '25](#) that emphasize the importance of post-secondary education that often begins at the two-year institutions. The pandemic has only highlighted the disparities between college-graduate and high school graduates; thus post-secondary education that includes college and career counseling provided by our non-instructional faculty is critical to the economic and social health of our State.
- Non-instructional faculty are being disregarded as subject matter experts in their professions. These professions require advanced degrees to serve the needs of students with disabilities, student development, student identity, student exploration of careers and majors, first-year students, returning adult students, mental health, instructional design, library science, and more. Advanced degrees in these professions are not typically held by instructional faculty, as they are subject matter experts in their own areas of expertise and rely on non-instructional faculty to meet student needs in these areas.

Regarding the report from the Tenure Task Group, I am most concerned that:

- No community college or four year institution faculty were involved in the process and discussions with the Tenure Task Group
- The report appears to have gone beyond the scope the regents asked for at the February 2021 meeting, which was specifically to review and investigate the issue of tenure (history, purpose); look outside of UH (evolution of, current views and developments on tenure) and at UH itself (the current process, criteria, and decision making on tenure).
- The report states that the proposed changes might improve the tenure classification system, but it does not explicitly state how these proposed changes would do that, nor was any data provided to substantiate these claims
- Community College faculty will be required to shift their focus to research, which inherently takes away from the essential services that both instructional and non-instructional faculty provide, and would require a substantial

additional cost to the college as the instructional faculty would need course release time to handle this new set of requirements

- The services non-instructional faculty provide have been deemed as non-essential and not worthy of being a constant service at our colleges
- The periodic review process is proposed to be modified, and will involve administration approval, which deviates from the faculty-driven developmental process that is supported by the Hawaii Labor Relations Board

Thank you for your time, and again I am asking that you VOTE NO on the report from the Tenure Task Group.

Sincerely,

*Michael Kato*  
*Assistant Professor ICS*  
*Windward Community College*



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## Report from the Tenure Task Group

1 message

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**Kawena Komeiji** <kawenask@hawaii.edu>  
To: bor.testimony@hawaii.edu

Thu, Oct 14, 2021 at 9:57 AM

Aloha University of Hawai'i Board of Regents,

My name is Kawena Komeiji and I am submitting this written testimony in strong **opposition** to the report of the Tenure Task Group. The report proposes eliminating tenure for faculty who are not providing direct instruction, with the exception of librarian faculty. I am asking the Board of Regents to vote no on accepting the report of the Tenure Task Group.

As a librarian, I stand in solidarity with my fellow non-instructional faculty whose tenure options have been proposed to be eliminated. I have been employed in the UH system for approximately 12 years and a tenured Librarian for the past year.

Regarding the report from the Tenure Task Group, and the potential subsequent impact, I am most concerned that:

- No faculty were involved in the process and discussions with the Tenure Task Group
- Non-instructional faculty are being disregarded as subject matter experts in their professions. These professions require advanced degrees to serve the needs of students with disabilities, student development, student identity, student exploration of careers and majors, first-year students, returning adult students, mental health, instructional design, library science, and more. Advanced degrees in these professions are not typically held by instructional faculty, as they are subject matter experts in their own areas of expertise and rely on non-instructional faculty to meet student needs in these areas.
- The report appears to have gone beyond the scope the regents asked for at the February 2021 meeting, which was specifically to review and investigate the issue of tenure (history, purpose); look outside of UH (evolution of, current views and developments on tenure) and at UH itself (the current process, criteria, and decision making on tenure)
- The report states that the proposed changes might improve the tenure classification system, but it does not explicitly state how these proposed changes would do that, which inherently takes away from the essential services that both instructional and non-instructional faculty provide
- Support services to students that are provided by non-instructional faculty will be reduced
- The pandemic has only highlighted the disparities between college-graduate and high school graduates; thus post-secondary education that includes college and career counseling provided by our non-instructional faculty is *critical* to the economic and social health of our State.
- The periodic review process is proposed to be modified, and will involve administration approval, which deviates from the faculty-driven developmental process that is supported by the Hawaii Labor Relations Board
- Tenured faculty have a contract with the University, and the report does not address the legal matters that would arise, nor a plan for the legal costs associated with the proposed changes

Again, I am asking that you VOTE NO on the report from the Tenure Task Group. Mahalo for your time.

Me ke aloha 'āina,  
Kawena



**Kawena Komeiji**

Ka hale waihona puke i ke kula nui o O'ahu komohana

K: (808) 689-2711

[westoahu.hawaii.edu/library](http://westoahu.hawaii.edu/library)





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## Report of the Tenure Permitted Interaction Group

1 message

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**Brandon Chun** <btchun@hawaii.edu>  
To: bor.testimony@hawaii.edu

Thu, Oct 14, 2021 at 12:05 PM

To the University of Hawai'i Board of Regents,

My name is *Dr. Brandon Chun* and I am submitting this written testimony in opposition to the report of the Tenure Task Group. The report proposes eliminating tenure for faculty who are not providing direct instruction, with the exception of librarian faculty. I am asking the Board of Regents to vote no on accepting the report of the Tenure Task Group.

As a non-instructional faculty member, I am an Academic Counselor and Director of Student Support Services. I believe that my profession is deserving of tenure. I have been employed in the UH system for approximately 18 years.

Regarding the report from the Tenure Task Group and the potential subsequent impact, I am most concerned that:

- No faculty were involved in the process and discussions with the Tenure Task Group
- The "C" classification of community college faculty was not mentioned in the report, despite the UHCCs being the majority of the UH system
- Non-instructional faculty are being disregarded as subject matter experts in their professions. These professions require advanced degrees to serve the needs of students with disabilities, student development, student identity, student exploration of careers and majors, first-year students, returning adult students, mental health, instructional design, library science, and more. Advanced degrees in these professions are not typically held by instructional faculty, as they are subject matter experts in their own areas of expertise and rely on non-instructional faculty to meet student needs in these areas.
- The report appears to have gone beyond the scope the regents asked for at the February 2021 meeting, which was specifically to review and investigate the issue of tenure (history, purpose); look outside of UH (evolution of, current views and developments on tenure) and at UH itself (the current process, criteria, and decision making on tenure)
- The report states that the proposed changes might improve the tenure classification system, but it does not explicitly state how these proposed changes would do that, nor was any data provided to support these claims
- Community College faculty will be required to shift their focus to research, which inherently takes away from the essential services that both instructional and non-instructional faculty provide
- Support services to students that are provided by non-instructional faculty will be reduced, which is of particular importance at the community college level, where the student population requires more support
- Community colleges and support staff are critical to State initiatives like 55 by '25 that emphasize the importance of post-secondary education that often begins at the two-year institutions. The pandemic has only highlighted the disparities between college-graduate and high school graduates; thus post-secondary education that includes college and career counseling provided by our non-instructional faculty is critical to the economic and social health of our State.

- The periodic review process is proposed to be modified and will involve administration approval, which deviates from the faculty-driven developmental process that is supported by the Hawaii Labor Relations Board
- Tenured faculty have a contract with the University, and the report does not address the legal matters that would arise, nor a plan for the legal costs associated with the proposed changes

Thank you for your time, and again I am asking that you **VOTE NO** on the report from the Tenure Task Group.

Sincerely,

*Brandon T. Chun, Ph.D.*

*TRIO Student Support Services Director / Deputy Title IX Coordinator for Students  
Kapi'olani Community College*

--  
Brandon T. Chun, Ph.D.  
TRIO Student Support Services Director / Deputy Title IX Coordinator for Students  
Kapi'olani Community College  
(808) 734-9553 | [btchun@hawaii.edu](mailto:btchun@hawaii.edu) [kapiolani.hawaii.edu](http://kapiolani.hawaii.edu)  
TRIO Virtual Kiosk: <https://bit.ly/38aKMBT>  
TRIO Student Support Services  
4303 Diamond Head Road, 'Iliahi 113  
Honolulu, Hawaii 96816

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Kiosk*

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10am-2pm

*Or call us!*  
Mondays, Thursdays &  
Fridays 10am-2pm;  
808-734-9553



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## Testimony for the October 21st BOR Meeting

1 message

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**Sheldon Tawata** <sheldont@hawaii.edu>  
To: bor.testimony@hawaii.edu

Thu, Oct 14, 2021 at 1:38 PM

Good afternoon,

Attached is my testimony for the October 21, 2021 BOR Meeting.

Thank you,  
Sheldon

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IMPORTANT UPDATES: [KapCC Web](#) | [Facebook](#) | [Instagram](#)

Sheldon Tawata, Kuilei Outreach Program Coordinator  
[Kapi'olani Community College](#) | 'Ilima 102  
[4303 Diamond Head Road](#), Hon., HI. 96816  
p. 808 734.9842 f. 808 734.9868 t. [remind.com](#)  
[appointment](#) | [drop-in](#) | [APPLY NOW](#)  
[sheldont@hawaii.edu](#) | [instagram](#) | [Kuilei Podcast](#)  
**COVID 19 UPDATES**

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**Tawata BOR Testimonial.pdf**  
632K



October 14, 2021

To the University of Hawai'i Board of Regents,

My name is Sheldon Tawata, C5 non-instructional faculty at Kapi'olani Community College and I am submitting this written testimony in opposition to the report of the Tenure Task Group. The report proposes eliminating tenure for faculty who are not providing direct instruction, with the exception of librarian faculty. I am asking the Board of Regents to **VOTE NO** on accepting the report of the Tenure Task Group.

As a non-instructional faculty member at Kapi'olani Community College for about 20 years, I serve as the College's Outreach Coordinator who conducts admissions and academic advising as well as enrollment management strategies. I believe my profession is deserving of tenure.

Regarding the report from the Tenure Task Group, and the potential subsequent impact, I am most concerned that:

- No faculty were involved in the process and discussions with the Tenure Task Group
- The "C" classification of community college faculty was not mentioned in the report, despite the UHCCs being the majority of the UH system
- Non-instructional faculty are being disregarded as subject matter experts in their professions. These professions require advanced degrees to serve the needs of students with disabilities, student development, student identity, student exploration of careers and majors, first-year students, returning adult students, mental health, instructional design, library science, and more. Advanced degrees in these professions are not typically held by instructional faculty, as they are subject matter experts in their own areas of expertise and rely on non-instructional faculty to meet student needs in these areas.
- The report appears to have gone beyond the scope the regents asked for at the February 2021 meeting, which was specifically to review and investigate the issue of tenure (history, purpose); look outside of UH (evolution of, current views and developments on tenure) and at UH itself (the current process, criteria, and decision making on tenure)
- The report states that the proposed changes might improve the tenure classification system, but it does not explicitly state how these proposed changes would do that, nor was any data provided to support these claims
- Community College faculty will be required to shift their focus to research, which inherently takes away from the essential services that both instructional and non-instructional faculty provide
- Support services to students that are provided by non-instructional faculty will be reduced, which is of particular importance at the community college level, where the student population requires more support
- Community colleges and support staff are critical to State initiatives like [55 by '25](#) that emphasize the importance of post-secondary education that often begins at the two-year institutions. The pandemic has only highlighted the disparities between college-graduate and high school graduates; thus post-secondary education that includes college and career counseling provided by our non-instructional faculty is critical to the economic and social health of our State.
- The periodic review process is proposed to be modified, and will involve administration approval, which deviates from the faculty-driven developmental process that is supported by the Hawaii Labor Relations Board
- Tenured faculty have a contract with the University, and the report does not address the legal matters that would arise, nor a plan for the legal costs associated with the proposed changes

Thank you for your time, and again I am asking that you **VOTE NO** on the report from the Tenure Task Group.

Sincerely,

A handwritten signature in black ink, appearing to read 'Sheldon Tawata', with a large loop at the end.

Sheldon Tawata



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## Report from the Tenure Task Group

1 message

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**Cathy Wehrman** <cwehrman@hawaii.edu>  
To: bor.testimony@hawaii.edu

Thu, Oct 14, 2021 at 2:52 PM

To the University of Hawai'i Board of Regents,

My name is Catherine Wehrman and I am submitting this written testimony in opposition to the report of the Tenure Task Group. The report proposes eliminating tenure for faculty who are not providing direct instruction, with the exception of librarian faculty. I am asking the Board of Regents to vote no on accepting the report of the Tenure Task Group.

As a non-instructional faculty member, I am a Rank 5 Counselor, and I believe that my profession is deserving of tenure. I have been employed in the UH system for approximately 36 years.

Regarding the report from the Tenure Task Group, and the potential subsequent impact, I am most concerned that:

- No faculty were involved in the process and discussions with the Tenure Task Group
- The "C" classification of community college faculty was not mentioned in the report, despite the UHCCs being the majority of the UH system
- Non-instructional faculty are being disregarded as subject matter experts in their professions. These professions require advanced degrees to serve the needs of students with disabilities, student development, student identity, student exploration of careers and majors, first-year students, returning adult students, mental health, instructional design, library science, and more. Advanced degrees in these professions are not typically held by instructional faculty, as they are subject matter experts in their own areas of expertise and rely on non-instructional faculty to meet student needs in these areas.
- The report appears to have gone beyond the scope the regents asked for at the February 2021 meeting, which was specifically to review and investigate the issue of tenure (history, purpose); look outside of UH (evolution of, current views and developments on tenure) and at UH itself (the current process, criteria, and decision making on tenure)
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- Support services to students that are provided by non-instructional faculty will be reduced, which is of particular importance at the community college level, where the student population requires more support
- Community colleges and support staff are critical to State initiatives like [55 by '25](#) that emphasize the importance of post-secondary education that often begins at the two-year institutions. The pandemic has only highlighted the disparities between college-graduate and high school graduates; thus post-secondary education that includes college and career counseling provided by our non-instructional faculty is critical to the economic and social health of our State.

- The periodic review process is proposed to be modified, and will involve administration approval, which deviates from the faculty-driven developmental process that is supported by the Hawaii Labor Relations Board
- Tenured faculty have a contract with the University, and the report does not address the legal matters that would arise, nor a plan for the legal costs associated with the proposed changes

Thank you for your time, and again I am asking that you VOTE NO on the report from the Tenure Task Group.

Sincerely,

Catherine Wehrman, MEd  
Professor/Counselor  
Student Parents Program  
Kapi'olani Community College

--

**Cathy Wehrman**

Student Parents Program Counselor  
Title IX Confidential Counselor  
Bridge to Hope Campus Coordinator

Kapi'olani Community College  
[4303 Diamond Head Road](#)  
`Iliahi Building, Room 201  
Honolulu, HI 96816  
Ph: 808.734.9504  
email: [cwehrman@hawaii.edu](mailto:cwehrman@hawaii.edu)

Important Resources:

[UH System Covid-19 info](#)  
[UH Online Remote Learning](#) ,  
[UH ITS - COVID](#)

***Reporting a student of concern?*** [Click here](#)



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## Report of the Tenure Permitted Interaction Group

1 message

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**Summer Barrett** <summerls@hawaii.edu>  
To: bor.testimony@hawaii.edu

Thu, Oct 14, 2021 at 3:20 PM

Aloha e University of Hawai'i Board of Regents,

My name is Summer Barrett and I am submitting this written testimony in opposition to the report of the Tenure Task Group. The report proposes eliminating tenure for faculty who are not providing direct instruction, with the exception of librarian faculty. I am asking the Board of Regents to vote "no" (a'ole) on accepting the report of the Tenure Task Group.

As a non-instructional faculty member, I am a Community Outreach Transition Specialist based at Leeward Community College's Wai'anae Moku Center. I do everything from run our tutoring services, to coordinator campus life events, to oversee our First Year Experience programs which supports approximately 90 incoming freshmen every year. I also contribute significantly to the college by writing Title III grants that bring millions of dollars to the college. I believe that my profession is deserving of tenure. I have been employed in the UH system for approximately 11 years.

Regarding the report from the Tenure Task Group, and the potential subsequent impact, I am most concerned that:

- No faculty were involved in the process and discussions with the Tenure Task Group
- The "C" classification of community college faculty was not mentioned in the report, despite the UHCCs being the majority of the UH system
- Non-instructional faculty are being disregarded as subject matter experts in their professions. These professions require advanced degrees to serve the needs of students with disabilities, student development, student identity, student exploration of careers and majors, first-year students, returning adult students, mental health, instructional design, library science, and more. Advanced degrees in these professions are not typically held by instructional faculty, as they are subject matter experts in their own areas of expertise and rely on non-instructional faculty to meet student needs in these areas.
- The report appears to have gone beyond the scope the regents asked for at the February 2021 meeting, which was specifically to review and investigate the issue of tenure (history, purpose); look outside of UH (evolution of, current views and developments on tenure) and at UH itself (the current process, criteria, and decision making on tenure)
- The report states that the proposed changes might improve the tenure classification system, but it does not explicitly state how these proposed changes would do that, nor was any data provided to support these claims
- Community College faculty will be required to shift their focus to research, which inherently takes away from the essential services that both instructional and non-instructional faculty provide
- Support services to students that are provided by non-instructional faculty will be reduced, which is of particular importance at the community college level, where the student population requires more support
- Community colleges and support staff are critical to State initiatives like [55 by '25](#) that emphasize the importance of post-secondary education that often begins at the two-year institutions. The pandemic has only highlighted the disparities between college-graduate and high school graduates; thus post-secondary education that includes college and career counseling provided by our non-instructional faculty is critical to the economic and social health of our State.
- The periodic review process is proposed to be modified, and will involve administration approval, which deviates from the faculty-driven developmental process that is supported by the Hawaii Labor Relations Board
- Tenured faculty have a contract with the University, and the report does not address the legal matters that would arise, nor a plan for the legal costs associated with the proposed changes

Thank you for your time, and again I am asking that you VOTE NO on the report from the Tenure Task Group.

With Aloha,

--

Summer Barrett  
She/Her/Hers  
Faculty Senate Student Affairs Committee Chair  
Associate Professor, Community Outreach & Transition Specialist  
Leeward Community College Wai'anae Moku  
454-4713, [summerls@hawaii.edu](mailto:summerls@hawaii.edu)

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## Testimony to the BOR Opposing the Report of the Tenure Permitted Interaction Group

1 message

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**Brent Sipes** <sipes@hawaii.edu>  
To: BOR Testimony <bor.testimony@hawaii.edu>

Thu, Oct 14, 2021 at 3:43 PM

Good afternoon,

I respectfully submit testimony OPPOSING the Report of the Tenure Permitted Interaction Group. My testimony is attached below.



**Brent Sipes**

Professor, Department of Plant and Environmental Protection  
Sciences  
(808) 956-7813 | [sipes@hawaii.edu](mailto:sipes@hawaii.edu)

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 **PIG\_Testimony2021.docx.pdf**  
275K



UNIVERSITY  
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MĀNOA

14 October 2021

### Testimony **OPPOSING** the Tenure PIG Report and Recommendations

Dear Board of Regents:

This testimony represents my views only. The changes proposed by the Tenure PIG are ill conceived and unneeded. Multiple issues arise from the proposed changes but I would like to focus on the employment protection afforded to faculty through tenure. Tenure is not a guarantee of lifetime employment, and faculty understand this. Tenure affords faculty protection from capricious acts and retribution from administrators who disagree with faculty scholarly endeavors.

Throughout the United States, civil servants, such as faculty, are afforded protection from the whims of supervisors and changes in the political makeup of our governments. For faculty, this protection does not come immediately upon hire but after a years-long probationary period and critical evaluation from peers. Faculty, just like civil service and APT employees in Hawaii, are selected through a competitive process from a pool of qualified candidates. Civil service employees are afforded employment protection after a probationary period of only six months. APT employees garner this protection after 3 years. Faculty must prove their worth for 5 years before possibly receiving such employment protection.

Faculty tenure, as employment security, is among the most rigorous evaluations of satisfactory employee efforts to be found. Faculty are not awarded tenure simply from the passage of time. Rather tenure is only awarded to faculty who have met high standards for their instructional efforts, research impacts, and recognition outside of our campus.

If faculty performance wanes, the administration has clear protocols that may be followed to take appropriate disciplinary actions – including termination. Disciplinary action has protocols in place to protect employees from capricious and retaliatory termination. Faculty are worthy of the same protections as any other employees of the State of Hawaii. The suggestion to remove tenure from faculty and treat any category of faculty worse than nonfaculty civil servants is misguided.

Our current evaluation system is in no way broken and does not require fixing.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Brent Sipes'.

Brent Sipes, Ph.D  
Professor and Graduate Chair, Tropical Plant Pathology



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## Report of the Tenure Permitted Interaction Group

1 message

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**Heather Takamatsu** <haihara@hawaii.edu>  
To: bor.testimony@hawaii.edu

Thu, Oct 14, 2021 at 4:09 PM

To the University of Hawai'i Board of Regents,

My name is Heather Takamatsu and I am the STEM Counselor in the Student Services Division at Leeward Community College. I have been employed in the UH system for approximately 13 years. My title may not state that I am an instructional faculty, however, I am an instructor to the more than 350 students I serve on a one-to-one basis.

As a counselor, I am responsible for more than advising students on which classes to take and creating academic plans. I am the career professional that assists students in understanding assessment results, discussing future goals, figuring out their direction, and creating a plan of how to get there. I am the behavioral health professional, who is there for students when they are distressed not only about school but about their families, financial hardships, life balance, and expectations. I am the college translator, who they turn to when they are on unsatisfactory academic progress, don't know how to transfer, or suggest to them programs that can help them gain experience in their field or gain more support academically. I am the curriculum specialist for my program, who gives advice to my instructional faculty colleagues on what changes to our program are needed to best align with modifications to the university's majors. I am the data tracker, who pulls data on the students in my program who are struggling to offer support on how to get them back on track and those who are close to graduating to guide them to their next goal.

Without a professional faculty member in my non-instructional counselor position, a student would have to go to several different offices to get the services that they need to succeed in college, particularly community college. Their experience will be disjointed and there may not be a single person who will build that connection with the student. Furthermore, my colleagues and I have at least a master's degree in counseling or a related field. This additional level of schooling enables us to be better equipped to serve our students through their challenges.

Regarding the report from the Tenure Task Group, and the potential subsequent impact, I am most concerned that:

- No faculty were involved in the process and discussions with the Tenure Task Group
- The "C" classification of community college faculty was not mentioned in the report, despite the UHCCs being the majority of the UH system
- Non-instructional faculty are being disregarded as subject matter experts in their professions. These professions require advanced degrees to serve the needs of students with disabilities, student development, student identity, student exploration of careers and majors, first-year students, returning adult students, mental health, instructional design, library science, and more. Advanced degrees in these professions are not typically held by instructional faculty, as they are subject matter experts in their own areas of expertise and rely on non-instructional faculty to meet student needs in these areas.
- The report appears to have gone beyond the scope the regents asked for at the February 2021 meeting, which was specifically to review and investigate the issue of tenure (history, purpose); look

outside of UH (evolution of, current views and developments on tenure) and at UH itself (the current process, criteria, and decision making on tenure)

- The report states that the proposed changes might improve the tenure classification system, but it does not explicitly state how these proposed changes would do that, nor was any data provided to support these claims
- Community College faculty will be required to shift their focus to research, which inherently takes away from the essential services that both instructional and non-instructional faculty provide
- Support services to students that are provided by non-instructional faculty will be reduced, which is of particular importance at the community college level, where the student population requires more support
- Community colleges and support staff are critical to State initiatives like [55 by '25](#) that emphasize the importance of post-secondary education that often begins at the two-year institutions. The pandemic has only highlighted the disparities between college-graduate and high school graduates; thus post-secondary education that includes college and career counseling provided by our non-instructional faculty is critical to the economic and social health of our State.

Thank you for your time, and again I am asking that you VOTE NO on the report from the Tenure Task Group.

Sincerely,  
Heather Takamatsu  
STEM Counselor  
Associate Professor

--

Heather Takamatsu  
Counselor  
Science, Technology, Engineering, and Mathematics  
Counseling Unit Head

Leeward Community College  
[96-045 Ala Ike](#), PS 203  
Pearl City, HI 96782  
(808) 455-0443



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## Report of the Tenure Permitted Interaction Group

1 message

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Jean StavRue-Pe'ahi <jstavrue@hawaii.edu>  
To: bor.testimony@hawaii.edu

Thu, Oct 14, 2021 at 8:55 PM

Aloha mai kākou,

My name is Jean StavRue-Pe'ahi and I am a Counselor in the Teacher Education Program at Leeward Community College. I was previously a Counselor for Leeward CC Wai'anae Moku and Leeward CC Early College Program. I have been employed in the UH system for approximately 13 years. As a non-instructional faculty member, I believe that my profession is deserving of tenure.

I am submitting this testimony to urge you to **VOTE NO** regarding the report from the Tenure Task Group. The following will provide additional information as to why I am urging you to **VOTE NO**.

- 
- Support services to students that are provided by non-instructional faculty will be reduced, which is of particular importance at the community college level, where the student population requires more support. Student services have been an integral component in student retention, progression, completion, and transfer at the Community College level.
  - No faculty were involved in the process and discussions with the Tenure Task Group.
  - The "C" classification of community college faculty was not mentioned in the report, despite the UHCCs being the majority of the UH system.
  - Non-instructional faculty are being disregarded as subject matter experts in their professions. These professions require advanced degrees to serve the needs of students with disabilities, student development, student identity, student exploration of careers and majors, first-year students, returning adult students, mental health, instructional design, library science, and more. Advanced degrees in these professions are not typically held by instructional faculty, as they are subject matter experts in their own areas of expertise and rely on non-instructional faculty to meet student needs in these areas.
  - The report appears to have gone beyond the scope the regents asked for at the February 2021 meeting, which was specifically to review and investigate the issue of tenure (history, purpose); look outside of UH (evolution of, current views and developments on tenure) and at UH itself (the current process, criteria, and decision making on tenure).
  - The report states that the proposed changes might improve the tenure classification system, but it does not explicitly state how these proposed changes would do that, nor was any data provided to support these claims
  - Community College faculty will be required to shift their focus to research, which inherently takes away from the essential services that both instructional and non-instructional faculty provide.
  - Community colleges and support staff are critical to State initiatives like [55 by '25](#) that emphasize the importance of post-secondary education that often begins at the two-year institutions. The pandemic has only highlighted the disparities between college-graduate and high school graduates; thus post-secondary education that includes college and career counseling provided by our non-instructional faculty is critical to the economic and social health of our State.
  - The periodic review process is proposed to be modified and will involve administration approval, which deviates from the faculty-driven developmental process that is supported by the Hawaii Labor Relations Board.
  - Tenured faculty have a contract with the University, and the report does not address the legal matters that would arise, nor a plan for the legal costs associated with the proposed changes.
- 

Overall, students and the College would be negatively impacted without tenure for non-Instructional faculty. Thank you for your time, and again I am asking that you **VOTE NO** on the report from the Tenure Task Group.

Sincerely,  
Jean StavRue-Pe'ahi

--

*Jean StavRue-Pe'ahi*  
Counselor  
Teacher Education Program  
Early College (Sacred Hearts Academy)

Leeward Community College  
96-045 Ala Ike  
Pearl City, Hawai'i 96782  
P: (808) 455-0392

Student appointments may be made on STAR Balance <https://www.star.hawaii.edu/appointment/>  
Counseling Office: (808) 455-0233  
Financial Aid Office: (808) 455-0606 [lccfao@hawaii.edu](mailto:lccfao@hawaii.edu)  
Admissions: (808) 455-0642 [lccar@hawaii.edu](mailto:lccar@hawaii.edu)  
Teacher Education Website: <https://teach.leeward.hawaii.edu/>

**Campus COVID19 Info link [HERE](#)**

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## Testimony in Opposition to the Report of the Tenure Permitted Interaction Group

1 message

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Susan Jaworowski <susanjaw@hawaii.edu>  
To: bor.testimony@hawaii.edu

Fri, Oct 15, 2021 at 1:37 AM

The BOR Tenure Task force report is fatally flawed and should not be approved by the BOR for at least the following reasons.

- **The process was fatally flawed and did not follow the BOR's own guidelines**

In the February 18, 2021 BOR meeting minutes, the Chair of the BOR stated that the Tenure Task Group would include faculty, recognizing their key input into this issue: "the Task Group [would be] not only comprised of Regents but would also include representatives of the major stakeholders concerned with tenure **including faculty.**" However, no faculty, either from a community college or a four year institution, were on the committee, so the decision-making lacked a critical component the very groups it would impact. It would be as if the Legislature asked the Auditor to review the Board of Regents, and the Auditor failed to invite input from a single Regent. Both are structurally unfair.

- **The F classification devalues the mission of the Community Colleges**

It is clear that little to no thought was given to the role of community colleges in the proposed elimination of the current existing C classification for community college faculty by lumping us in with the four-year institutions in the single F classification. Faculty in the F classification "shall engage in research and scholarship that advances innovation, creates new knowledge and knowledge practices, and benefits students as well as the broader community." Does the Board of Regents not realize that community colleges are teaching focused and the faculty are not currently required to do research and scholarship as the four-year institutions are? Community colleges have a proud history of focusing on teaching, and currently there are no requirements that our CC faculty do formal research and scholarship, which in academia means empirical research, publication of scholarly works in a journal, or writing a book chapter. The world of research and scholarship is not one in which we currently exist, and these are not the qualifications for which we have been hired. Eliminating the C classification devalues our critical role in educating Hawaii's students for jobs and for transfer.

- **The F classification would cost the UH System millions of dollars per year**

As new duties of scholarship and research would be placed on the community college faculty, it would be necessary for them to have release time to do this, similar to that granted to their colleagues at four year institutions. Typically, community college faculty teach five courses in the fall and four in the spring, while one common variation at UH Manoa is to have faculty teach three courses in the fall and two in the spring, to provide them with the release time they need to devote to scholarship and research. Out of equity and fairness, the community college faculty would have to be offered the same release time to meet these new requirements. At my own campus, Kapi'olani Community College, there would be a deficit of approximately \$1.6 million per year to pay the lecturers who would have to be hired to "fill behind" and teach the courses formerly taught by the full-time faculty members who are taken out of the classroom for scholarship and research (calculations assuming that each tenured or tenure-track faculty would receive the same amount of course release time and that the lecturers receive pay at the average B rank). Extended to all of the

community colleges, this would be a deficit of almost \$5 million per year. Where is that money going to come from? Is the BOR ready to ask the Legislature to supplement the budget every year going forward by \$5 million to cover this?

- **The Community College teaching partnership would be destroyed by denying tenure to our valuable non-instructional faculty.**

As teaching-focused institutions, community college instructional faculty work hand-in-hand with our non-instructional faculty to create a web of academic success for our student population, who often require more support for academic success. We are partners across the campus to serve our students. Non-instructional faculty are being disregarded as subject matter experts in their professions. These professions require advanced degrees to serve the needs of students with disabilities, student development, student identity, student exploration of careers and majors, first-year students, returning adult students, mental health, instructional design, and more. Advanced degrees or even training in these professions are not typically held by instructional faculty like me, as we are subject matter experts in our own areas of teaching and rely on non-instructional faculty to meet student needs in these areas. Our non-instructional faculty need and deserve to be tenured too.

Please reject the Tenure Group report.

Sincerely yours,

Professor Susan Jaworowski, J.D., Ph.D

Kapi'olani Community College

Professor Susan Jaworowski  
Paralegal Program Director

Business, Legal, & Technology Education Department  
Kapi'olani Community College  
[4303 Diamond Head Road](#)  
[Honolulu, HI 96816](#)  
808-734-9102  
[susanjaw@hawaii.edu](mailto:susanjaw@hawaii.edu)



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## Opposition to Tenure Task Group

1 message

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**Leilani Puchalski** <leilani.puchalski@gmail.com>  
To: bor.testimony@hawaii.edu

Fri, Oct 15, 2021 at 7:43 AM

Aloha e University of Hawai'i Board of Regents,

My name is Leilani Puchalski and I am submitting this written testimony in opposition to the report of the Tenure Task Group. The report proposes eliminating tenure for faculty who are not providing direct instruction, with the exception of librarian faculty. I am asking the Board of Regents to vote no on accepting the report of the Tenure Task Group.

As a non-instructional faculty member, I am a counselor and I believe that my profession is deserving of tenure. I have been employed in the UH system for approximately 3 years. In addition to being a counselor, I also lecture in Hawaiian Language and teach an IS class for our Title III program.

Regarding the report from the Tenure Task Group, and the potential subsequent impact, I am most concerned that:

- No faculty were involved in the process and discussions with the Tenure Task Group
- The "C" classification of community college faculty was not mentioned in the report, despite the UHCCs being the majority of the UH system
- Non-instructional faculty are being disregarded as subject matter experts in their professions. These professions require advanced degrees to serve the needs of students with disabilities, student development, student identity, student exploration of careers and majors, first-year students, returning adult students, mental health, instructional design, library science, and more. Advanced degrees in these professions are not typically held by instructional faculty, as they are subject matter experts in their own areas of expertise and rely on non-instructional faculty to meet student needs in these areas.
- The report appears to have gone beyond the scope the regents asked for at the February 2021 meeting, which was specifically to review and investigate the issue of tenure (history, purpose); look outside of UH (evolution of, current views and developments on tenure) and at UH itself (the current process, criteria, and decision making on tenure)
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- Support services to students that are provided by non-instructional faculty will be reduced, which is of particular importance at the community college level, where the student population requires more support
- Community colleges and support staff are critical to State initiatives like [55 by '25](#) that emphasize the importance of post-secondary education that often begins at the two-year institutions. The pandemic has only highlighted the disparities between college-graduate and high school graduates; thus post-secondary education that includes college and career counseling provided by our non-instructional faculty is critical to the economic and social health of our State.
- The periodic review process is proposed to be modified, and will involve administration approval, which deviates from the faculty-driven developmental process that is supported by the Hawaii Labor Relations Board
- Tenured faculty have a contract with the University, and the report does not address the legal matters that would arise, nor a plan for the legal costs associated with the proposed changes

Mahalo for your time, and again I am asking that you **VOTE NO** on the report from the Tenure Task Group.

Sincerely,

Leilani Puchalski  
Counselor  
Leeward CC

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## Report of the Tenure Permitted Interaction Group

1 message

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**D. Carreira Ching** <donaldc@hawaii.edu>  
To: bor.testimony@hawaii.edu

Fri, Oct 15, 2021 at 8:41 AM

To the University of Hawai'i Board of Regents,

My name is Donald Carreira Ching and I am an instructor in the Language Arts Department at Leeward Community College. I have been employed in the UH system for approximately 8 years.

I am submitting this written testimony in opposition to the report of the Tenure Task Group. The report proposes eliminating tenure for faculty who are not providing direct instruction, with the exception of librarian faculty, and eliminating the current C classification for community college faculty and placing them in a category that requires research and scholarship, which would pull the instructional faculty out of the classroom. I am asking the Board of Regents to vote no on accepting the report of the Tenure Task Group.

As an instructional faculty member, I have the following concerns:

I believe that the roles and responsibilities of non-instructional faculty members are critical to the success of students

The roles and responsibilities of non-instructional faculty absorb various aspects of supporting students which ultimately supports my ability to focus on teaching

The work of non-instructional faculty would not go away, and I do not have additional time nor expertise to absorb all of the duties and responsibilities that non-instructional faculty provide

The proposal to eliminate tenure for non-instructional faculty would inherently decrease the number of positions, leading to a reduction in the quality of support services to students

Support services to students that are provided by non-instructional faculty will be reduced, which is of particular importance at the community college level, where the student population requires more support for academic success

Community colleges and support staff are critical to State initiatives like 55 by '25 that emphasize the importance of post-secondary education that often begins at the two-year institutions. The pandemic has only highlighted the disparities between college-graduate and high school graduates; thus post-secondary education that includes college and career counseling provided by our non-instructional faculty is critical to the economic and social health of our State.

Non-instructional faculty are being disregarded as subject matter experts in their professions. These professions require advanced degrees to serve the needs of students with disabilities, student development, student identity, student exploration of careers and majors, first-year students, returning adult students, mental health, instructional design, library science, and more. Advanced degrees in these professions are not typically held by instructional faculty, as they are subject matter experts in their own areas of expertise and rely on non-instructional faculty to meet student needs in these areas.

Regarding the report from the Tenure Task Group, I am most concerned that:

No community college or four year institution faculty were involved in the process and discussions with the Tenure Task Group

The report appears to have gone beyond the scope the regents asked for at the February 2021 meeting, which was specifically to review and investigate the issue of tenure (history, purpose); look outside of UH (evolution of, current views and developments on tenure) and at UH itself (the current process, criteria, and decision making on tenure).

The report states that the proposed changes might improve the tenure classification system, but it does not explicitly state

how these proposed changes would do that, nor was any data provided to substantiate these claims

Community College faculty will be required to shift their focus to research, which inherently takes away from the essential services that both instructional and non-instructional faculty provide, and would require a substantial additional cost to the college as the instructional faculty would need course release time to handle this new set of requirements

The services non-instructional faculty provide have been deemed as non-essential and not worthy of being a constant service at our colleges

The periodic review process is proposed to be modified, and will involve administration approval, which deviates from the faculty-driven developmental process that is supported by the Hawaii Labor Relations Board

Thank you for your time, and again I am asking that you VOTE NO on the report from the Tenure Task Group.

Sincerely,

Donald Carreira Ching

--

Instructor and Creative Writing facilitator, Leeward Community College  
donaldcarreiraching.wordpress.com

My novel *Between Sky and Sea: A Family's Struggle* is available online at Bamboo Ridge Press (<https://bit.ly/3f1ypJQ>), SPD (<http://goo.gl/Qdu18P>), and Amazon (<http://goo.gl/B8XbCf>), and other booksellers.



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## RE: Permitted Interaction Group on Tenure

1 message

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**Richard Halverson** <richardh@hawaii.edu>  
To: bor.testimony@hawaii.edu

Fri, Oct 15, 2021 at 8:54 AM

Aloha,

Attached is a letter of testimony from the Kapi'olani Community College Faculty Senate against the approval of the PIG recommendations.

Mahalo Nui Loa,  
Richard Halverson, Ph.D.  
KapCC Faculty Senate Chair



**Kapi'olani CC Faculty Senate Testimony Re the PIG on Tenure.pdf**  
176K



October 11, 2021

Chair Moore and members of the Board of Regents:

The Kapi'olani Community College Faculty Senate respectfully submits the following testimony on behalf of our faculty to urge you to vote 'No' on the Permitted Interaction Group (PIG) on Tenure's proposed resolution. We will outline the salient points of logic that comprise our rationale for this recommendation herein.

**1. The proposed changes are well beyond the scope and purview of the PIG.**

The PIG was established by the Board to review and investigate the history and purpose of tenure, the evolution of and current views and developments on tenure, and the current criteria and decision-making process for tenure (PIG Report, I.A.). By their own admission, "the Task Group took it upon itself" to go outside the scope of their charge in recommending amendments to Regent Policies 9.201, 9.202, and 9.213 (PIG Report, I.G.). *This is an egregious overstep, and it would be an abuse of power and dangerous precedent to permit nine individuals without request, appropriate representation, or oversight, to redline and re-draft policy in this manner.*

**2. There was no inclusion of faculty in the PIG.**

The proposed revisions to RP 9.202 include significant implications for faculty currently classified as 'I' for all instructional faculty excluding law and clinical medicine faculty, 'J' for law, 'M' for clinical medicine, 'C' for community colleges, 'R' for researchers, 'S' for specialists, 'B' for librarians, 'A' for extension agents, graduate teaching assistants, lecturers, visiting and other faculty and non-compensated faculty. Not only was there not a representative included in these discussions for faculty from each of these eight classifications but *not a single faculty member of any rank or classification was consulted or included as members of this PIG.*

**3. There are no data provided to justify the proposed changes nor any indication that data were used to inform decision-making.**

The report, accompanying policy revisions, and draft resolution are devoid of any reference to relevant data. There is no specific quantitative nor qualitative evidence of any nature presented as a rationale for the proposed changes, either from our own unique context or even externally. While the drafted resolution alludes to the fact that the PIG examined the historical and modern intentions of tenure, there is no evidence cited to demonstrate that our current policies are not aligned with such needs or intentions. In fact, in its drafted resolution, the PIG articulates that the Board "acknowledges the fact that in recent years, the University has been steadily reducing the number of tenured faculty, and that tenure is still critical to attract, retain, and support University faculty" and then *proposes you adopt changes that are in direct conflict with the logical conclusions which might be drawn from such an observation.*

**4. There is no way to practically implement the drastic and sweeping changes proposed by the PIG, which failed to even attempt to address numerous critical factors.**

The report provides no guidance as to how the proposed changes would be managed at any granular level. In its lack of specificity, the proposal leaves critical decisions around interpretation and implementation entirely unaddressed. For example, there is no explanation for how the elimination of the 'C' classification, under which all instructional faculty at our community colleges are currently classified, would be practically managed. There is no indication of whether the role of instructional CC faculty would fall entirely outside the requisite duties of tenure, thus eliminating tenure for these faculty or whether research would be a newly assigned responsibility to deem them qualified for their tenure status. If research does become a requisite duty, it is not made clear whether such expectations would be on par with those of tenure-track faculty who carry a significantly lesser course load at UH Mānoa. And if this is the case, whether and to what extent class enrollment caps and course loads would be adjusted accordingly at the cost of millions of dollars a year across

seven community colleges (and how exactly would this be funded). If the intent is to differentiate expectations for scholarship across campuses or roles, there seems to be no rationale for the proposal to consolidate the currently diversified classifications into one category.

Similar critical details are lacking with regard to the change in status for support faculty and extension agents. There is no recommendation as to whether current faculty who have fulfilled or are in the process of undertaking all that is required to earn the opportunity for tenure outlined in their contracts would be stripped of this provision or whether they will be 'grandfathered in' as tenure-track 'F' class faculty while future positions are hired as non-tenure lines. If the latter is intended, there is no guidance as to whether they would be required to add instruction and/or research to the unique set of duties for which they were hired (and are qualified) in order to retain their tenured status. If their tenure is to be unilaterally removed, there is no indication of how expectations would be adjusted accordingly (or whether these faculty would continue to be unfairly charged with working well beyond the expectations of hourly employees, providing institutional service and leadership, and fulfilling all the responsibilities articulated in the contracts that will now be only half rescinded). That is, there are no insights into whether these faculty would be expected to continue doing all we require of tenure-track faculty without the protection and status of tenure.

These are only a few examples of the innumerable reasonable and fundamental details that have gone entirely unaddressed in the ill-considered proposal at hand. *This evidences the complete lack of thought as to how these sweeping changes might be implemented to say nothing of their significant implications to workload, budget, and other key concerns.*

**5. There are no specific projected outcomes (based on data) provided to indicate the PIG attempted to ascertain the impact of the changes they propose.**

Similar to the lack of data utilized to inform their proposal, the PIG provides no data to inform projected outcomes for the adoption of these changes. In fact, there are no specific anticipated implications - informed or otherwise - articulated at all. The lack of justification for why these drastic policy revisions are being proposed and what we might reasonably expect the outcomes of the adoption of such changes to be is extremely disconcerting. It seems to indicate, in line with PIG member Christian Fern's letter of dissenting opinion, that *it was instead personal biases and agendas that informed the short-sighted recommendations of the PIG and that these policy changes have been put forth without consideration for the wide-ranging implications for our students, our communities, our employees, our institutions or the University of Hawai'i system as a whole.*

**6. The proposed elimination of the C class of faculty and removal of tenure status for non-instructional faculty devalues, and in fact fails to recognize at all, the mission of our community colleges.**

The proposed inclusion of research as a requisite activity for tenure is wholly ill-aligned with both the function and qualifications of our instructional faculty. The R1 institution and its standards for scholarship is not the world in which we currently exist as community college faculty, and these are not the qualifications for which we have hired at our institutions. To be very clear, this is not because our community colleges nor their employees are 'lesser than' in any way - it is because scholarship is not necessarily aligned with our primary function. While Kapi'olani CC does have an inordinate number of faculty with terminal degrees in their field, a Ph.D. is not a minimum requirement for hiring. While some of our faculty certainly can and do undertake research, it is not a requisite activity to fulfill our mission and is in addition to the demanding teaching load that is in alignment with our purpose. The PIG proposal completely devalues - truly, fails to recognize at all - that purpose.

The elimination of tenure for non-instructional faculty (i.e., support faculty and extension agents) fails to recognize the needs of our community college students and the critical role these faculty play in the fulfillment of our mission. If we are true to the mission and priorities of community colleges, we serve our community; our students are not predominantly the privileged class who can access relevant resources or navigate the higher education system independently. They sacrifice income to pay basic bills and balance competing priorities, such as family obligations and multiple jobs, to pursue higher education. The work that our counselors do goes far beyond that of an academic advisor and the expertise required is indicative of this. Our instructional designers draw upon expertise to provide resources, professional learning, support, and

guidance to colleagues for everything from learning theory, pedagogy/andragogy, and course planning, alignment, and assessment, to technology integration across all modalities of teaching. Our non-instructional faculty are leaders at our campus and are critical to the success of not only our institution but our students. They are deserving of tenure, and like our instructional faculty, their ability to innovate and best serve our institution, as well as our ability to attract highly qualified and capable individuals who rise to the heightened expectations of these positions, necessitates tenure.

*The elimination of the C classification of teaching-focused faculty and tenure status for support faculty and extension agents not only devalues the work of our community college faculty but undermines the heart of our mission. The community colleges are clearly 'less than' if not non-existent in this proposal. But we are not less than our four-year campuses. We are important - what we do to serve our students and our communities is vitally important. And, we are 70% of the campuses in this system. It is truly disappointing to see the lack of value and concern for our community colleges, our faculty, and especially the needs and best interest of our students inherent in this proposal.*

**7. The proposed changes to the five-year review process fail to recognize the rationale for the existence of tenure and protect the academic freedom necessary to safeguard education from politicization.**

While the PIG points to the founding rationale for tenure as academic freedom in its resolution, the proposed changes to the five-year review process undermine the freedom and protection that true academic tenure affords. Tenure, in the way it exists in academia, is fairly unique to higher education because our role is the discovery and/or generation (depending on one's philosophical perspective) and application of new knowledge and the preparation of individuals as critical thinkers and change agents in society. Our work requires us to push boundaries - to innovate, challenge ideas, and think critically - and this often takes us outside of political boundaries and comfort zones. In short, tenure protects our ability to meet our charge as faculty without the fear of jeopardizing our livelihood should our practice fall out of alignment with political agendas. *Tenure-track faculty are protected under tenure because if we are not, political agendas will bias - if not entirely dictate - our pursuit of 'knowledge,' the ways in which we cultivate learning, and our unbiased advocacy of and support for the needs of our stakeholders.*

**8. The proposed changes, which effectively eliminate tenure for all intents and purposes, will weaken our ability to attract and retain highly qualified faculty and erode our capacity for innovation, scholarship, and high-quality teaching, learning, and student support.**

The changes proposed to tenure across the UH system will ultimately be detrimental to not only the capacity but the reputation of our institutions, making us less competitive not only to prospective employees but students as well. While we concur with the assertion in the PIG's resolution that "the modern concept of tenure is not an assurance of lifetime employment, but rather an assurance of academic due process and protection against arbitrary retribution," there is already a five-year review in place which aligns directly with both parts of this assertion. The insertion of administrator and BOR oversight into mandated five-year reviews of tenured faculty reduces 'tenure' to a misnomer across the University of Hawai'i system. The degradation of true tenure will have a corresponding impact on the quality of our institution. Our ability to recruit and retain highly qualified faculty is already increasingly tenuous, given the ever-increasing cost of living in our state and the inability of UH faculty to afford a standard of living comparable to most places on the mainland. *To further reduce our competitiveness by effectively removing tenure in this manner would be devastating to the growth and even the sustainability of our status as leaders in higher education.*

It is for these reasons - a complete lack of purview, representation, data-informed decision-making, plan for change management, consideration of implications, value for and recognition of the mission of our community colleges, as well as the inherent threat to academic freedom which safeguards our higher education system from politicization, and the ultimately devastating impact on the quality of our UH institutions and our system as a whole - that we urge you to vote against the proposal from the Permitted Interaction Group on Tenure.

Respectfully,  
The Kapi'olani Community College Faculty Senate



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## Re: Report of the Tenure Permitted Interaction Group

1 message

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**Kelli Nakamura** <kellinak@hawaii.edu>  
To: bor.testimony@hawaii.edu

Fri, Oct 15, 2021 at 9:24 AM

To the University of Hawai'i Board of Regents,

My name is Kelli Nakamura and I am submitting this written testimony in opposition to the report of the Tenure Task Group. The report proposes eliminating tenure for faculty who are not providing direct instruction, with the exception of librarian faculty. I am asking the Board of Regents to vote no on accepting the report of the Tenure Task Group.

Regarding the report from the Tenure Task Group, and the potential subsequent impact, I am most concerned that:

- No faculty were involved in the process and discussions with the Tenure Task Group
- The "C" classification of community college faculty was not mentioned in the report, despite the UHCCs being the majority of the UH system
- Non-instructional faculty are being disregarded as subject matter experts in their professions. These professions require advanced degrees to serve the needs of students with disabilities, student development, student identity, student exploration of careers and majors, first-year students, returning adult students, mental health, instructional design, library science, and more. Advanced degrees in these professions are not typically held by instructional faculty, as they are subject matter experts in their own areas of expertise and rely on non-instructional faculty to meet student needs in these areas.
- The report appears to have gone beyond the scope the regents asked for at the February 2021 meeting, which was specifically to review and investigate the issue of tenure (history, purpose); look outside of UH (evolution of, current views and developments on tenure) and at UH itself (the current process, criteria, and decision making on tenure)
- The report states that the proposed changes might improve the tenure classification system, but it does not explicitly state how these proposed changes would do that, nor was any data provided to support these claims
- Community College faculty will be required to shift their focus to research, which inherently takes away from the essential services that both instructional and non-instructional faculty provide
- Support services to students that are provided by non-instructional faculty will be reduced, which is of particular importance at the community college level, where the student population requires more support
- Community colleges and support staff are critical to State initiatives like [55 by '25](#) that emphasize the importance of post-secondary education that often begins at the two-year institutions. The pandemic has only highlighted the disparities between college-graduate and high school graduates; thus post-secondary education that includes college and career counseling provided by our non-instructional faculty is critical to the economic and social health of our State.
- The periodic review process is proposed to be modified, and will involve administration approval, which deviates from the faculty-driven developmental process that is supported by the Hawaii Labor Relations Board

- Tenured faculty have a contract with the University, and the report does not address the legal matters that would arise, nor a plan for the legal costs associated with the proposed changes

Thank you for your time, and again I am asking that you VOTE NO on the report from the Tenure Task Group.

Sincerely,

Kelli Nakamura, PhD  
Arts and Humanities Department  
History  
Kapi'olani Community College

--

Kelli Y. Nakamura, Ph.D.  
Associate Professor of History  
Arts & Humanities Department  
Kapi'olani Community College  
[4303 Diamond Head Road](#), Kalia 210  
Honolulu, HI 96816  
Phone: (808) 734-9420



## Tenure testimony

1 message

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**Carleen Yokotake** <cyoko@hawaii.edu>  
To: bor.testimony@hawaii.edu

Fri, Oct 15, 2021 at 9:41 AM

Aloha,  
Please see my attached letter.

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Carleen Yokotake  
Professor, CC Speech  
Language Arts Division  
Leeward Community College  
Ph. 455-0337 email: [cyoko@hawaii.edu](mailto:cyoko@hawaii.edu)

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 **Tenure Testimony.pdf**  
104K

My name is Carleen Yokotake and I am a Professor of Speech in the Language Arts Division at Leeward Community College. I have been employed in the UH system for approximately 30 years.

I am submitting this written testimony in opposition to the report of the Tenure Task Group. The report proposes eliminating tenure for faculty who are not providing direct instruction, with the exception of librarian faculty, and eliminating the current C classification for community college faculty and placing them in a category that requires research and scholarship, which would pull the instructional faculty out of the classroom. Therefore, I am asking the Board of Regents to vote no on accepting the report of the Tenure Task Group.

As an instructional faculty member, I have the following concerns:

- I believe that the roles and responsibilities of non-instructional faculty members are critical to the success of students.
- The roles and responsibilities of non-instructional faculty absorb various aspects of supporting students, ultimately supporting my ability to focus on teaching.
- The work of non-instructional faculty would not go away, and I do not have the additional time nor expertise to absorb all of the duties and responsibilities that non-instructional faculty provide.
- The proposal to eliminate tenure for non-instructional faculty would inherently decrease the number of positions, reducing the quality of support services to students.
- Support services to students provided by non-instructional faculty will be reduced, which is of particular importance at the community college level, where the student population requires more support for academic success.
- Community colleges and support staff are critical to State initiatives like 55 by '25 that emphasize the importance of post-secondary education that often begins at the two-year institutions. The pandemic has only highlighted the disparities between college-graduate and high school graduates; thus post-secondary education that includes college and career counseling provided by our non-instructional faculty is critical to the economic and social health of our State.
- Non-instructional faculty are being disregarded as subject matter experts in their professions. These professions require advanced degrees to serve the needs of students with disabilities, student development, student identity, student exploration of careers and majors, first-year students, returning adult students, mental health, instructional design, library science, and more. Advanced degrees in these professions are not typically held by instructional faculty, as they are subject matter experts in their own areas of expertise and rely on non-instructional faculty to meet student needs in these areas.

Regarding the report from the Tenure Task Group, I am most concerned that:

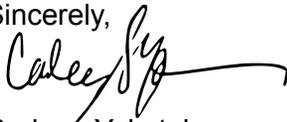
- No community college or four-year institution faculty were involved in the process and discussions with the Tenure Task Group.
- The report appears to have gone beyond the scope the regents asked for at the February 2021 meeting, which was specifically to review and investigate the issue of tenure (history, purpose); look outside of UH (evolution of, current views and

developments on tenure) and at UH itself (the current process, criteria, and decision making on tenure).

- The report states that the proposed changes might improve the tenure classification system. Still, it does not explicitly state how these proposed changes would do that, nor was any data provided to substantiate these claims.
- Community College faculty will be required to shift their focus to research, which inherently takes away from the essential services that instructional and non-instructional faculty provide. This shift would require a substantial additional cost to the college as the instructional faculty would need course release time to handle this new set of requirements.
- The services non-instructional faculty provide have been deemed non-essential and not worthy of being a continuous service at our colleges.
- The report proposes a modification to the periodic review process. This modification will involve administration approval, deviating from the faculty-driven developmental process that the Hawaii Labor Relations Board supports.

Thank you for your time, and again **I am asking that you VOTE NO on the report from the Tenure Task Group.**

Sincerely,



Carleen Yokotake  
Professor, CC  
Leeward Community College  
96-045 Ala Ike Street  
Pearl City, Hawaii 96782  
Email: cyoko@hawaii.edu



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## Written Testimony Opposing BOR Resolution 21-06

1 message

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**Cara Chang** <cmchang@hawaii.edu>  
To: bor.testimony@hawaii.edu

Fri, Oct 15, 2021 at 10:07 AM

Aloha, Board of Regents,

My name is Cara Chang, and I am currently an Assistant Professor in the Language Arts Division at Leeward Community College. I have been employed in the UH system for approximately 7 years.

I am submitting this written testimony in opposition to the report of the Tenure Task Group. The report proposes eliminating tenure for faculty who are not providing direct instruction, with the exception of librarian faculty, and eliminating the current C classification for community college faculty and placing them in a category that requires research and scholarship, which would pull the instructional faculty out of the classroom. Therefore, I am asking the Board of Regents to vote no on accepting the report of the Tenure Task Group.

As an instructional faculty member, I have the following concerns:

- I believe that the roles and responsibilities of non-instructional faculty members are critical to the success of students.
- The roles and responsibilities of non-instructional faculty absorb various aspects of supporting students, ultimately supporting my ability to focus on teaching.
- The work of non-instructional faculty would not go away, and I do not have the additional time nor expertise to absorb all of the duties and responsibilities that non-instructional faculty provide.
- The proposal to eliminate tenure for non-instructional faculty would inherently decrease the number of positions, reducing the quality of support services to students.
- Support services to students provided by non-instructional faculty will be reduced, which is of particular importance at the community college level, where the student population requires more support for academic success.
- Community colleges and support staff are critical to State initiatives like 55 by '25 that emphasize the importance of post-secondary education that often begins at the two-year institutions. The pandemic has only highlighted the disparities between college-graduate and high school graduates; thus post-secondary education that includes college and career counseling provided by our non-instructional faculty is critical to the economic and social health of our State.
- Non-instructional faculty are being disregarded as subject matter experts in their professions. These professions require advanced degrees to serve the needs of students with disabilities, student development, student identity, student exploration of careers and majors, first-year students, returning adult students, mental health, instructional design, library science, and more. Advanced degrees in these professions are not typically held by instructional faculty, as they are subject matter experts in their own areas of expertise and rely on non-instructional faculty to meet student needs in these areas.

Regarding the report from the Tenure Task Group, I am most concerned that:

- No community college or four-year institution faculty were involved in the process and discussions with the Tenure Task Group.
- The report appears to have gone beyond the scope the regents asked for at the February 2021 meeting, which was specifically to review and investigate the issue of tenure (history, purpose); look outside of UH (evolution of, current views and developments on tenure) and at UH itself (the current process, criteria, and decision making on tenure).
- The report states that the proposed changes might improve the tenure classification system. Still, it does not explicitly state how these proposed changes would do that, nor was any data provided to substantiate these claims.
- Community College faculty will be required to shift their focus to research, which inherently takes away from the essential services that instructional and non-instructional faculty provide. This shift would require a substantial additional cost to the college as the instructional faculty would need course release time to handle this new set of requirements.

- The services non-instructional faculty provide have been deemed non-essential and not worthy of being a continuous service at our colleges.
- The report proposes a modification to the periodic review process. This modification will involve administration approval, deviating from the faculty-driven developmental process that the Hawaii Labor Relations Board supports.

Lastly, I am a Senator on Leeward Community College's Faculty Senate, and I strongly support and stand by the [Faculty Senate Resolution \(FSR\) 21.1](#) which was sent to you, the BOR, as written testimony on Friday, October 1.

Thank you for your time, and again **I am asking that you VOTE NO on the report from the Tenure Task Group.**

Mahalo,  
Cara Chang

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Cara M. Chang  
Pronouns: she/her/hers  
Assistant Professor, CC of English  
Leeward Community College  
Language Arts Division  
[96-045 Ala 'Ike](#), LA 209  
Pearl City, Hawai'i 96782  
Phone: (808) 455-0335  
Email: [cmchang@hawaii.edu](mailto:cmchang@hawaii.edu)

## Public Testimony Form - University of Hawaii Board of Regents

*Please provide your testimony on this form for the next University of Hawaii Board of Regents meeting. Make sure you include all the requested information so that the Board of Regents is able to clearly understand the testimony provided.*

Your Name (required) \*

Amy Nishimura

Your Organization (optional)

UHWO

Your e-mail address (in case we need to reach you) \*

amynn@hawaii.edu

Board of Regents Agenda Item (required) \*

OTHER

OTHER (Please describe) \*

PIG

Your Position (required) \*

Oppose

Your Testimony/Comments

October 15th, 2021

Dear Regents,

I write in ABSOLUTE OPPOSITION to the proposed changes for RPs 9.201, 9.202, and 9.213 which aim to further subjugate faculty of all ranks and classifications.

The inferences embedded within the proposed RPs not only threaten academic freedom but contribute to acts of violence; unfortunately, this institutional violence remains an appendage tied to other issues within the institution that is UH. The proposed RPs have revealed not only inequities in our system but an organization consistently determined to bring people to heel, instead of recognizing us as human beings who uphold excellent research, teaching, and service standards.

There is something insidious about a refusal to comprehend, to engage in dialogue with ALL faculty yet arriving at gross assumptions about our work. This is akin to heavy handed patriarchy. The sort that aims to kill voting rights and restrict/deny the reproductive health of women.

Corporations and institutions around the world are reassessing what systemic racism and sexism means and many cannot deny what the pandemic has revealed about inequities. What do ongoing revelations about systemic oppression mean to you? Thousands of people across the UH system give of their time and energy every single day, throughout every single year, and in a manner that goes unrecognized. They do not seek awards or accolades; they simply attend to their jobs. Many of us engage in an endless number of thankless tasks, yet we consistently strive for excellence because we believe in the best and most ethical principles of higher education. If you had demonstrated a modicum of consideration for what we do across all ranks and classifications, you would seek to understand what *emotional labor, invisible labor, and pink-collar labor means and how these distinct types of labor remain unpaid, unnoticed, unrecognized. Clearly, the UH system needs to invest in programs that educate people about what these terms mean in specific contexts.*

Your perspective about job security reveals how far removed you are from our realities and daily struggles. Security means knowing we can teach, conduct research, and provide service without being threatened, harassed, or belittled. Security means knowing we have the support of those who hold power, those who should support our work and increase morale. Security means knowing we can live in Hawai'i on a salary that keeps up with inflation, secure affordable housing, and provide for our families. Security means knowing we can retire comfortably with *decent medical and dental benefits.*

We strive for security while knowing we are not secure, not even in terms of morale and support structures. We have not been secure for quite some time and your proposed RPs have added an immense amount of insecurity across all campuses, units, divisions, and departments. From the top to the bottom, the PIG has created a crater of discomfort and disbelief—during a pandemic. If passed, the proposed RPs would create a level of insecurity throughout the 10-campus system that is unimaginable. Perhaps there is a desire by some Regents for a quick drain to the R1 campus of UH Mānoa, where, if these RPs are enacted, job candidates will be far less likely to apply and talented tenure-track faculty will flee. Indeed, many have already left and/or plan to leave. They will carry the sullied reputation of the UH system to their respective universities, along with **their knowledge of a political system that carries favor for a select and powerful few.**

Despite all of the turmoil, exclusion and violence, the employees who comprise the University of Hawai'i system persist. We have persisted throughout administrative turnovers, recessions, and even an ongoing pandemic. We persist in attending endless meetings, we tend to co-curricular events, we teach courses, conduct original research, serve on personnel committees, serve on job search committees, write letters of recommendation, mentor students, mentor colleagues, keep up with new modalities of teaching, spend time observing one another's classes, conduct various workshops, spend time on professional development, create structures pertaining to professional development, coordinate and execute events, keep up with the latest technology for teaching, attend talks, attend conferences, write reviews, conduct assessment, attend trainings about

assessment, attend trainings on training, write program reviews, submit curriculum forms, submit general education forms, submit focus requirement forms, complete forms for scheduling, create programs, create certificates, hire lecturers, mentor lecturers, mentor teacher candidates, set up labs, supervise lab assistants, write grants, execute grants, oversee budgets, keep up with the latest research in our respective disciplines, create/design classes, update course content, serve on dissertation committees, help with senior projects, keep up with mainstream topics, travel to conferences (sometimes not even being reimbursed for travel), oversee student workers, write books, review books, write articles, give talks about our articles, serve as Chairs of various committees and governing bodies, serve on Faculty Senate boards, serve on community boards, **support one another**, respond to numerous queries over email, spend time writing testimonies, and much, much more. These are **some** of the tangible items we complete each and every year, and I have not even begun to list what we do by way of teaching and instruction.

As the PIG was doing its supposed research, did it find data on how women have been forced to leave their jobs during the pandemic? This stark information has been covered by numerous news outlets, after all. Did you find studies, journal articles, interviews, any secondary research citing how women continue to make less than men and was this part of your discussion at all? Do you know how many Specialist and Library faculty are women? Do you know what they do on a daily, yearly basis? Do you know what they must do to keep every single campus running and are you at all familiar with how well they do their jobs with few to no resources? Are you at all aware of how much labor they exert and what they create without clerical support structures? How many Specialists, Librarians, and Extension Agents have you engaged and spoken with and if only a handful, who are they and were they part of your objective findings and "data"? You have placed all of us in this uncomfortable position, one that must confront the language and motivation for these proposed RPs. We will continue to ask questions and raise points that hold you accountable for the utterly demeaning accusations you have leveled against all of us.

The tone of this message will no doubt be read as a mere complaint, brushed aside as soon as your meeting ends. This too is a form of violence. When violent institutional acts against women and people of color are enacted and when we speak out, we are inevitably labeled as complainers, trouble makers, radicals, and further dismissed. I'm reminded time and again of how much work it takes to be seen and heard but as Sara Ahmed notes in her new book *Complaint*, this labor is manifesting into a growing chorus, "to refuse what has come to be is to fight to be." We will continue to discuss, name, and identify abuses of power and we will grow in number as we fight to be seen, heard, and valued.

Amy Nishimura, PhD  
University of Hawai'i West O'ahu  
Humanities Division

[Your Testimony \(pdf or word\)](#)

[Testimony Against The PIG.pdf](#) (67.9 kB)

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## Actions

October 15th, 2021

Dear Regents,

I write in ABSOLUTE OPPOSITION to the proposed changes for RPs 9.201, 9.202, and 9.213 which aim to further subjugate faculty of all ranks and classifications.

The inferences embedded within the proposed RPs not only threaten academic freedom but contribute to acts of violence; unfortunately, this institutional violence remains an appendage tied to other issues within the institution that is UH. The proposed RPs have revealed not only inequities in our system but an organization consistently determined to bring people to heel, instead of recognizing us as human beings who uphold excellent research, teaching, and service standards.

There is something insidious about a refusal to comprehend, to engage in dialogue with ALL faculty yet arriving at gross assumptions about our work. This is akin to heavy handed patriarchy. The sort that aims to kill voting rights and restrict/deny the reproductive health of women.

Corporations and institutions around the world are reassessing what systemic racism and sexism means and many cannot deny what the pandemic has revealed about inequities. What do ongoing revelations about systemic oppression mean to you? Thousands of people across the UH system give of their time and energy every single day, throughout every single year, and in a manner that goes unrecognized. They do not seek awards or accolades; they simply attend to their jobs. Many of us engage in an endless number of thankless tasks, yet we consistently strive for excellence because we believe in the best and most ethical principles of higher education. If you had demonstrated a modicum of consideration for what we do across all ranks and classifications, you would seek to understand what *emotional labor, invisible labor, and pink-collar labor means and how these distinct types of labor remain unpaid, unnoticed, unrecognized. Clearly, the UH system needs to invest in programs that educate people about what these terms mean in specific contexts.*

Your perspective about job security reveals how far removed you are from our realities and daily struggles. Security means knowing we can teach, conduct research, and provide service without being threatened, harassed, or belittled. Security means knowing we have the support of those who hold power, those who should support our work and increase morale. Security means knowing we can live in Hawai'i on a salary that keeps up with inflation, secure affordable housing, and provide for our families. Security means knowing we can retire comfortably with *decent medical and dental benefits.*

We strive for security while knowing we are not secure, not even in terms of morale and support structures. We have not been secure for quite some time and your proposed RPs have added an immense amount of insecurity across all campuses, units, divisions, and departments. From the top to the bottom, the PIG has created a crater of discomfort and disbelief—during a pandemic. If passed, the proposed RPs would create a level of insecurity throughout the 10-campus system that is unimaginable. Perhaps there is a desire by some Regents for a quick drain to the R1 campus of UH Mānoa, where, if these RPs are enacted, job candidates will be far less likely to apply and talented tenure-track faculty will flee. Indeed, many have already left and/or plan to leave. They will carry the sullied reputation of the UH system to their respective universities, along with **their knowledge of a political system that carries favor for a select and powerful few.**

Despite all of the turmoil, exclusion and violence, the employees who comprise the University of Hawai'i system persist. We have persisted throughout administrative turnovers, recessions, and even an ongoing pandemic. We persist in attending endless meetings, we tend to co-curricular events, we teach courses, conduct original research, serve on personnel committees, serve on job search committees, write letters of recommendation, mentor students, mentor colleagues, keep up with new modalities of teaching, spend time observing one another's classes, conduct various workshops, spend time on professional development, create structures pertaining to professional development, coordinate and execute events, keep up with the latest technology for teaching, attend talks, attend conferences, write reviews, conduct assessment, attend trainings about assessment, attend trainings on training, write program reviews, submit curriculum forms, submit general education forms, submit focus requirement forms, complete forms for scheduling, create programs, create certificates, hire lecturers, mentor lecturers, mentor teacher candidates, set up labs, supervise lab assistants, write grants, execute grants, oversee budgets, keep up with the latest research in our respective disciplines, create/design classes, update course content, serve on dissertation committees, help with senior projects, keep up with mainstream topics, travel to conferences (sometimes not even being reimbursed for travel), oversee student workers, write books, review books, write articles, give talks about our articles, serve as Chairs of various committees and governing bodies, serve on Faculty Senate boards, serve on community boards, **support one another**, respond to numerous queries over email, spend time writing testimonies, and much, much more. These are **some** of the tangible items we complete each and every year, and I have not even begun to list what we do by way of teaching and instruction.

As the PIG was doing its supposed research, did it find data on how women have been forced to leave their jobs during the pandemic? This stark information has been covered by numerous news outlets, after all. Did you find studies, journal articles, interviews, any secondary research citing how women continue to make less than men and was this part of your discussion at all? Do you know how many Specialist and Library faculty are women? Do you know what they do on a daily, yearly basis? Do you know what they must do to keep every single campus running and are you at all familiar with how well they do their jobs with few to no resources? Are you at all aware of how much labor they exert and what they create without clerical support structures? How many Specialists, Librarians, and Extension Agents have you engaged and spoken with and if only a handful, who are they and were they part of your objective findings and “data”? You have placed all of us in this uncomfortable position, one that must confront the language and motivation for

these proposed RPs. We will continue to ask questions and raise points that hold you accountable for the utterly demeaning accusations you have leveled against all of us.

The tone of this message will no doubt be read as a mere complaint, brushed aside as soon as your meeting ends. This too is a form of violence. When violent institutional acts against women and people of color are enacted and when we speak out, we are inevitably labeled as complainers, trouble makers, radicals, and further dismissed. I'm reminded time and again of how much work it takes to be seen and heard but as Sara Ahmed notes in her new book *Complaint*, this labor is manifesting into a growing chorus, "to refuse what has come to be is to fight to be." We will continue to discuss, name, and identify abuses of power and we will grow in number as we fight to be seen, heard, and valued.

Amy Nishimura, PhD  
University of Hawai'i West O'ahu  
Humanities Division

## Public Testimony Form - University of Hawaii Board of Regents

*Please provide your testimony on this form for the next University of Hawaii Board of Regents meeting. Make sure you include all the requested information so that the Board of Regents is able to clearly understand the testimony provided.*

Your Name (required) \*

Karla Hayashi

Your Organization (optional)

UH Hilo

Your e-mail address (in case we need to reach you) \*

karlah@hawaii.edu

Board of Regents Agenda Item (required) \*

OTHER

OTHER (Please describe) \*

Tenure Task Group - PIG

Your Position (required) \*

Oppose

Your Testimony/Comments

I strongly oppose the proposal which came from the Tenure Task PIG. The group ignored its stated purpose, failed to include faculty members as part of its membership, and deliberately misrepresented what tenure and teaching are. Attached is my written explanation of why the proposal from the PIG should not be adopted.

Your Testimony (pdf or word)

[PIG Written Testimony 10.21.2021.docx](#) (22.4 kB)

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## Actions

Close

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PIG in a Poke?

The Tenure PIG did not simply deviate from its charge, it broke out of the pen. The resulting proposal seeks to undermine UH Regents Policy RP 9.201 by re-classifying current faculty positions into something other than faculty based on an archaic definition of what constitutes teaching. This recommendation is also based on a deeply flawed understanding of what tenure is, who faculty are, and why tenure and the current classification of faculty is even more important than ever. This recommendation also reveals the baser nature of those Regents, UH Administrators, and Legislators who support this recommendation. They show themselves to be misogynistic and racist since this proposal will disproportionately impact women and people of color, many from under-represented groups. This proposal also sends a strong message to people born and raised in the state that we continue to be seen as second class in contrast to highly sought-after faculty members in high demand areas who come from out of state. This proposal is nothing short of a **re-creation of the plantation hierarchy at the university**. Shame on you for creating more barriers to keep certain groups relegated to lower-paying positions with no opportunity for advancement.

The Regents who authorized this proposal relied on an outdated definition of teaching as adopted by many Legislators whose influence is reflected in the proposal. This outdated definition of teaching is rooted in the 1950s when universities and colleges were the almost exclusive domain of wealthy white men and students sat in classrooms, listened to lectures, took notes, and demonstrated that they learned by taking tests. This dated concept assumes learning, and by extension teaching, only occurs in a classroom.

The meaning of tenure has also been deliberately mischaracterized as “lifetime employment” as Senator Donna Mercado Kim is fond of repeating. The definition of tenure as posted on the American Association of University Professors is the accepted standard across the United States. As stated on their website:

The principal purpose of tenure is to safeguard academic freedom, which is necessary for all who teach and conduct research in higher education. When faculty members can lose their position because of their speech, publications, or research findings, they cannot properly fulfill their core responsibilities to advance and transmit knowledge.

Tenure provides the condition for faculty to pursue research and innovation and draw evidence-based conclusions free from corporate or political pressure.

The Tenure PIG recommendations ignored this definition and instead examined the issue through the false lens of “lifetime employment.” Tenure does not guarantee any faculty member lifetime employment, except perhaps for failed UH administrators who are placed back into the Bargaining Unit usually over the objections of the faculty they once had authority over.

Tenure at UH requires a minimum of five years of formal and informal review through the contract renewal process followed immediately by an application for tenure which is always reviewed by faculty bodies who make recommendations to administrators before ending at the President's desk. After tenure **is earned**, not given, the faculty member is reviewed every five years. In between those formal reviews, faculty who are under- or non-performing can be identified and procedures initiated to intervene, discipline, or ultimately terminate in **accordance** with protocols and procedures as agreed between UH/BOR and UHPA in each successive Collective Bargaining Agreement (CBA). Too many administrators, unfortunately, avoid taking any action, often for years, allowing a few problems to fester and grow. Their failure to carry out their duties and responsibilities in accordance with the CBA results too often in baseless accusations that tenure protects under- or non-performing faculty. Instead, Regents should hold the President accountable for the under- or non-performance of his executive and administrative team who avoid and/or fail to address problems, especially long-standing ones.

This proposal is also based on an antiquated perception of what constitutes teaching and who teaches. That antiquated view is that a faculty member is teaching only if s/he is lecturing to a classroom of students and that students only learn in a classroom. Even before the pandemic which forced the entire faculty body of UH to transition to online education, teaching was not limited to I-9 faculty in the classrooms. Researchers and Specialists always worked with students, albeit not always in a classroom or for a 16-week semester for credits.

This proposal disregards and ignores the contributions of past and current faculty members who are not classified as I-9. Teaching does not occur only in the classroom and if the Regents would educate themselves by talking to the various faculty members in and outside of the classroom, they might begin to understand the breadth and depth of the "instruction" all faculty members carry out on a daily basis. Please take the time to consider the teaching these other faculty members carry out, especially since their instruction and teaching takes place outside of the classroom, sometimes for the **entirety** of students' enrollment at UH rather than just for one or more 16-week semesters:

**Advisors** – they work to help students understand how their academic choices will help or hinder them in achieving their goals, especially their career goals. Without the **instruction and teaching** Advisors do, too many students would take longer than the five years UH has established as the number of years in which undergraduate students should complete their Bachelor's degree. Advisors must understand a multitude of degree and programs requirements in order to advise students each semester, not just one major or program.

Advisors **teach** students how to understand and successfully navigate the academic rules and procedures in place so students make better informed choices about what classes to take and when as well as whether based on academic performance and other factors students should reassess their academic and career goals. Advisors **teach** students how to achieve their academic goals, but also when it might be appropriate to look at other academic avenues more in keeping with students' strengths and interests. They do this by working one on one with students as long as it takes for the students to achieve their goals.

**Counselors** – they work tirelessly to help students confront and deal with a myriad of problems students encounter which can prevent them from achieving their academic and career goals. They **teach** students how to recognize both the roadblocks from outside as well as inside of themselves. And the roadblocks are increasingly compelling and challenging. Our students too often deal with houselessness, poverty, hunger, substance abuse, domestic violence, mental illness, and suicidal behaviors, just to name some of the most compelling problems impacting our students. The pandemic only added to and in many instances exacerbated these challenges further elevating the need for these faculty members.

After the problems have been identified, Counselors work with students to try to **teach** them how to cope with and hopefully get past those problems. Counselors also **teach** students how to reassess and sometimes reconsider whether their goals are appropriate at a particular time. These are **life lessons** that if successfully conveyed and assimilated by the students will equip them to move one step closer to achieving their academic and career goals.

**Extension Agents** – These faculty members are expected to meet the same criteria as I-9 colleagues and **teach**, do research, and perform community service. Their work informs the communities they live and work in. Their impact directly benefits the people in their communities, many who are trying to make a living farming. Extension Agents do their research and **teach** their constituents how to use that information by **teaching** them techniques to improve harvests, deal with increasing numbers of invasive pests attacking their crops, manage and/or increase their crop yields, etc. Their constituents are often graduates of our campuses who want to increase their knowledge and skills. Without the **teaching** these Agents do every day our state's agriculture deficit would be even greater than it currently is.

**Researchers** – Their work informs the academic instruction carried out in the traditional classroom, the only setting Regents think teaching takes place within. Where does that academic information come from? Does it come fully formed and articulated from a cabbage patch? Or a textbook? No, someone had to hypothesize, do research, discard a hypothesis, start with a new hypothesis, conduct experiments, examine and re-examine reams of documents and articles, etc. in an effort to add new information to the field. I-9 faculty are doing their part to create new knowledge for their individual fields but they cannot do it by themselves nor would we want them to. What a one-sided point of view that would result in, leading students to believe there is only one way to think about any subject.

Researchers **teach** countless students indirectly through the research work they carry out and directly when they advise and supervise student assistants on various projects. They **teach** students how information students were exposed to in the classroom actually applies. They **teach** students how to translate lecture into application and what the wonders and consequences that information and application can produce.

Other faculty **teach** students in various settings and are **no less important** to students' academic experiences. They **teach** them how to become better students through their interactions with them in:

**Academic and Student Success Centers** under the direction of faculty **teach** students how to become independent learners who will no longer need to come in for tutoring because students are able to effectively and efficiently organize, retain, and apply information they were exposed to in the classrooms and which their I-9 instructors do not always have inordinate amounts of time to help students after class with. These specialist faculty work day in and out to teach students how to become better learners without giving answers or telling students what and how to do assignments. They also intervene when students sometimes try to take the easy way out and cheat their way to a "good" grade to pass a class.

**Co-curricular program** faculty enhance students' experiences on campus because students need to experience other elements of a college education to help them understand the relationship between what they learn in one classroom and what they experience outside of the classroom.

**Career development and placement center** Specialists understand what **teaching** in the classroom involves and can **teach** students how to organize those academic and co-curricular experiences and focus those into decisions about what careers may be better suited for them and how to pursue and achieve entry-level and higher positions after graduation.

Faculty in a myriad of roles, not just in the classroom, interact daily with students and **teach** them a multitude of things that combined together help students achieve the most from their entire educational experiences at UH in and outside of the classroom.

Your proposal says to past, current, and future faculty members who are not I-9s or Librarians that their work means nothing, is not worthwhile of being thought of as comparable to this singular definition of teaching, and will not be valued here at UH. Other universities beg to differ and UH will become a poor imitation of what a robust university system should be since this proposal will send a strong message to potential applicants, "do not apply to UH; your academic skills are not valued here."

The students who will graduate under the conditions of this proposal will also be the poorer for this. What you will create by way of this proposal is a one-dimensional educational program that will produce UH graduates limited in their vision and devoid of imagination, questions, and curiosity. Those kinds of graduates will, however, make excellent lower-level employees who will do only what they are instructed to do and who will likely never rise above their station or salary structure, condemning the majority of residents who will graduate from UH to low-paying, service-oriented jobs, unlikely to question their managers and elected officials, advocate for change, or apply innovative and creative thinking to resolve long standing problems in Hawai'i.

The inherent misogyny and racism contained in this proposal will be your legacy. You can rationalize your way through this proposal and say it is for the betterment of the institution you espouse to care about, but **you will be remembered when your efforts re-create and perpetuate a plantation system** which rewards the elites and denigrates the rest, the opposite of the mission of America's land grant public universities. What a mockery of that mission you will accomplish if you authorize this proposal.

Karla Hayashi  
UH Hilo



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## Opposition to Draft Board Resolution 21-06

1 message

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**Jamie Sickel** <jsickel@hawaii.edu>  
To: bor.testimony@hawaii.edu

Fri, Oct 15, 2021 at 10:30 AM

Aloha,

Please accept my testimony as attached.

Mahalo,  
Jamie Sickel



- [Kapi'olani CC Faculty Senate](#)
- [Continuous Improvement for Student Success](#)
- [Distance Education Newsletter](#)
- [Kapi'olani Summer Camp](#)
- [ALOHA E Institute](#)
- [UH FLOC](#)
- [Wo Learning Champions](#)

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 **Jamie Sickel BOR Testimony Against Res 21-06.pdf**  
157K



October 15, 2021

Members of the Board:

I am submitting my personal testimony to urge you to vote 'No' on the proposed policy changes outlined in Draft Board Resolution 21-06. The Kapi'olani Community College Faculty Senate has already clearly articulated a number of compelling reasons **the resolution should not be adopted based on ethical, logistical, and pragmatic concerns for the long-term viability of our institution and the UH system as a whole.** I wholly concur with their assessment and rationale. Rather than re-articulate these points in my testimony, I will share my personal perspective as an instructional designer at Kapi'olani Community College and someone who is deemed unworthy of tenure in the proposed revisions.

As a non-instructional, tenure-track faculty member (who has yet to apply for tenure), to say that I find these proposed policy changes disconcerting is a gross understatement. I have worked diligently to meet and exceed the expectations of my rank. In my two years as faculty thus far, I have published a single-author manuscript in a top-tier scholarly journal with a 10% acceptance rate, served as a UHCC Wo learning champion and a Kapi'olani CC faculty senator, co-led successful accreditation and institutional planning efforts at my campus, supported strategic planning for online programs at the UHCC level, collaboratively created and facilitated multiple professional development programs and events that have supported hundreds of employees across the UH system, and taken a leadership role in the drafting of revised ACCJC accreditation standards. These are just a few of the ways I have served my campus, the UH system, and the wider community in addition to engaging via normal committee work, workgroups, conference presentations, combined personnel committees, hiring committees, etc. and fulfilling all of my primary responsibilities as an instructional designer at my campus.

I have the unique experience of having briefly served as an APT at the same campus and in the same role. While I certainly worked above expectations, I would not have had the opportunity nor perhaps the inclination to have taken on all that I have in the past two years in a non-tenure-track position. The only reason I accepted the APT position (for which I was exceedingly overqualified) was the likelihood of obtaining my current tenure-track faculty position. Without the potential for tenure, I would not have been here at all.

Tenure not only provides the academic freedom to serve our constituents to my full ability without fear of political ramifications for being a critical thinker and change agent, but it is also

an acknowledgment that the dedication I bring to this career extends well beyond a 40-hour a week 'job.' I, like most of my tenure-track colleagues, could make a far greater income in private industry. I choose to work in higher education because I passionately believe in the cause. I sacrifice a higher salary and standard of living to do what I believe is important work. But there is a limit to the extent of my willingness to sacrifice, and this is it.

If the Board wishes to reconsider offering tenure-track positions to non-instructional faculty in the future, a thorough analysis of the implications for such a decision would be prudent. I firmly believe that making these positions non-tenure-track would significantly weaken our ability to attract talented and dedicated professionals who are interested in a long-term career with UH, yielding instead greater turnover of less qualified, less impactful 'job' applicants. Increased turnover would yield an obvious financial cost, but more critically, these lower standards would result in a significant reduction in quality and performance for our institutions, our programs, and, most importantly, our students.

As an untenured faculty member, I cannot recall how many times I have been advised to "wait until (I) have tenure" to take on certain leadership roles/titles (for which colleagues have nominated me) or cautioned not to advocate too vocally on particular issues. This is in a best-case scenario context in which I feel highly valued and well supported (I truly love Kapi'olani CC), but it is a very relatable and common message to junior faculty from well-intended and wise colleagues who understand the reality and vulnerability of being an untenured faculty member. I cannot fathom never having the opportunity to realize my full potential. **What an utter waste of talent from so many potential leaders across our system and a highly effective way to deter innovative and driven individuals from working at the University of Hawai'i.**

I appreciate your thoughtful consideration of the potentially devastating implications of the resolution the PIG on Tenure has put forward. I hope you will continue to safeguard and promote the quality and viability of the University of Hawai'i system by voting against the proposed policy changes to tenure.

With aloha,



Jamie Sickel, PhD

Instructional Designer

Center for Excellence in Learning, Teaching, and Technology

Kapi'olani Community College



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## Opposition to the “Report of the Permitted Interaction Group On Tenure”

1 message

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**Rob Wright** <wright@higp.hawaii.edu>  
Reply-To: wright@higp.hawaii.edu  
To: bor.testimony@hawaii.edu  
Cc: Kendra Oishi <kendra65@hawaii.edu>

Fri, Oct 15, 2021 at 11:48 AM

Dear Chairman Moore and members of the Board.

I have attached some thoughts on the “Report of the Permitted Interaction Group On Tenure”, and issues surrounding it, in case you have chance to read it before your October meeting (although I am sure you have a lot of things to read). I am opposed to the recommendations of the report.

Thank you for your time and service.

Rob Wright

--

Robert Wright, Director

Hawai'i Institute of Geophysics and Planetology  
University of Hawai'i at Manoa  
[1680 East-West Road](#), POST building rm. 602  
Honolulu, HI 96822, U.S.A.

Office: 808-956-8760  
URL: [higp.hawaii.edu](http://higp.hawaii.edu)

He, him, his

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 **bor\_wright\_pig.pdf**  
215K



Robert Wright  
Hawai'i Institute of Geophysics and Planetology  
School of Ocean and Earth Science and Technology  
1680 East-West Rd., Honolulu, HI 96822  
Telephone: (808) 956-8760 Email: wright@higp.hawaii.edu

10/15/21

TO: Randolph G. Moore,  
Chairman of the UH BoR

FROM: Robert Wright  
Director, Hawai'i Institute of Geophysics and Planetology

SUBJECT: Report of the Permitted Interaction Group On Tenure

Dear Chairman Moore.

I write to you with some thoughts on the "Report of the Permitted Interaction Group On Tenure", and issues surrounding it. I am the Director of the Hawai'i Institute of Geophysics and Planetology. I joined the UHM faculty in 2002, as a dreaded/hated/endangered R-faculty member. I have raised about \$16.5M as PI, mainly from NASA. I am teaching on three classes this semester and will teach another one next semester.

### **1. We are not alone**

You have been told that UHM is unique: 1. That R-faculty at other universities do not receive tenure; 2. That at no other university in the nation would a tenureable, 75% university-funded position be given to someone who primarily focuses on research, less so on teaching. #1. Is likely true, by default, as the R-faculty designation is uncommon and in fact non-existent at many universities. #2. Is most definitely *not* true. My competitors, friends, and collaborators at universities such as CalTech, Cornell, ASU, and Pittsburgh, work under basically the same terms as my R-faculty (or myself before I became Director). They are tenured (or tenureable) at their mainland institutions and receive nine months salary from their universities, making up the remaining three months from extramural grants. They are *expected* to focus primarily on research, and have a light teaching load. This is because they work at R-1 universities. They coexist with other faculty whose primary job is teaching (what we might call I-faculty), and still others whose primary role is to operate specific programs on campus (what we might call S-faculty). There is no hierarchy, just people filling the role they are best placed to fill. The important point is that, despite what you may have been told, all of the tenureable roles that exist at UH Mānoa also exist at our peer institutions (because they, like us, require a mixture of specialists to deliver on their organization's goals of research, training, education, and service to the community). The suggestion that UH Mānoa is doing something that no other university in the nation does (providing stable funding to faculty whose main focus is research) is quite false.

### **2. High enrollment, and the (assumed) perfection (but actual imperfection) of the market**

To state the obvious, students are central to the existence of a university. But so is research and the generation of knowledge. Without research, a university is not a university, it is a teaching

college. And funded research rises above other research, as your peers, with whom you are in competition for limited funding resources, have reviewed and selected your proposals, even through gritted teeth. The result is high quality research, which grows both the university's intellectual portfolio and the state economy.

Rigidly allocating investment dollars (including faculty positions, and tenure) only to high enrollment programs, at the expense of other university functions, with the justification that it is "only fair" (or even sensible), misses the point about 1. The wider function of a university, 2. And how universities globally allocate resources internally. At every university on Earth, the humanities and social sciences majors subsidize the natural and physical sciences majors. This is because i) all students pay basically the same tuition, ii) there are many more of the former than the latter, and iii) it is very expensive to educate a chemistry/physics/geology major, when compared to the cost of educating an english/psychology/history major. A degree of internal subsidization (or, if you prefer, sensible allocation of an organization's resources to meet the overall mission of that organization, given its overall budget) from high enrollment departments to other units on campus is a) completely normal, b) desirable and c) in fact essential. Were the "dollars follow the students" mantra to be followed strictly we would have some a very, very, wealthy humanities and social science departments, with truly gigantic numbers of faculty. But, our science departments may instantly close down. The market does not necessarily know best.

It also results in perverse outcomes which are to the detriment of students even during their time at university. Budget allocation via the Responsibility Centered Management (RCM) philosophy is occasionally touted as the solution for UH Mānoa. The literature describes the perverse outcomes that result, as departments and their faculty members play endless games to maximize SSHs/bums on their seats, not somebody else's (e.g., engineering schools providing english classes to their students, so that they can keep the money, rather than allowing the students to be taught by those best placed to teach them, i.e., english professors; skewing Gen Ed. requirements to ensure classrooms full of kids taking classes they have no discernable need to take, but at least they are *your* classes; what to do with expensive and relatively new buildings when enrollment in that subject drops and RCM dictates that dollars should no longer be allocated to keep the lights on). A few years ago, a simulated RCM budget was proposed by a group of UHM faculty. It would have largely resulted in the closure of IfA and the Cancer Center (as their budgets were gutted).

### **3. And so**

We look to our leaders to manage the university such that it fulfills the broad role that a university should – generation of knowledge, its infusion into the lives of citizens, and the education and inspiration of the next generation, who will soon replace us all. The university should also be an economic engine for the local economy. The University of Hawai'i at Mānoa does all of this and more, *today*, precisely because we mix world-class research with our education mission. But UHM's status as a R-1 university has been hard won and has taken time and, yes, investment to attain. One does not wake up one morning and decide you are going to compete with Harvard for federal research dollars in say, quantum computing, or with Johns Hopkins in bio-engineering, or with Cal Tech in chemistry - we are far too far behind the competition. But, we have invested in and developed world-renowned excellence in areas such as geoscience, oceanography, marine biology and astronomy, literally over decades. This is in part because Hawai'i just lends itself to excellence in these areas. Our continued competitiveness allows UHM to grow the state economy by bringing federal research dollars across our borders, money which would otherwise nourish

mainland states, and is a direct result of this heritage. It also means that Hawai'i has an internationally regarded research university, involved in all sorts of prestigious federal science programs. We are successful in these areas now because we have been successful in the past, and have the expertise and infrastructure to be successful in the future. If we throw this research heritage away, we will never get it back. And the state will be forever poorer, on many levels, as a result.

Respectfully,

Robert Wright, Director, Hawai'i Institute of Geophysics and Planetology



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## Re: Permitted Interaction Group's proposed recommendations

1 message

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**Shaunte Sadora** <ssadora@hawaii.edu>  
To: bor.testimony@hawaii.edu

Fri, Oct 15, 2021 at 11:58 AM

Aloha Chairman Moore and the Board of Regents,

As part of the student support faculty on my campus. I am writing in strong opposition to the report and recommendations of the Permitted Interaction Group on Tenure and the BOR Resolution. Although this group was created with good intent the presented recommendations state otherwise. I urge the regents not to pass this resolution or the suggested changes. Especially without gaining any insights or consultation with those areas in which these changes will be greatly impacted.

Mahalo

--

KAUAI COMMUNITY COLLEGE

**SHAUNTE  
SADORA**

Counselor

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## Report of the Tenure Permitted Interaction Group

1 message

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**Cindy Texeira** <ctex@hawaii.edu>  
To: bor.testimony@hawaii.edu

Fri, Oct 15, 2021 at 12:36 PM

To the University of Hawai'i Board of Regents,

My name is Cynthia Texeira and I am submitting this written testimony in opposition to the report of the Tenure Task Group. The report proposes eliminating tenure for faculty who are not providing direct instruction, with the exception of librarian faculty. I am asking the Board of Regents to vote no on accepting the report of the Tenure Task Group.

As a librarian, I am submitting this testimony in solidarity with my fellow non-instructional faculty whose tenure options have been proposed to be eliminated. I have been employed in the UH system for approximately 3 years.

Regarding the report from the Tenure Task Group, and the potential subsequent impact, I am most concerned that:

- No faculty were involved in the process and discussions with the Tenure Task Group
- The "C" classification of community college faculty was not mentioned in the report, despite the UHCCs being the majority of the UH system
- Non-instructional faculty are being disregarded as subject matter experts in their professions. These professions require advanced degrees to serve the needs of students with disabilities, student development, student identity, student exploration of careers and majors, first-year students, returning adult students, mental health, instructional design, library science, and more. Advanced degrees in these professions are not typically held by instructional faculty, as they are subject matter experts in their own areas of expertise and rely on non-instructional faculty to meet student needs in these areas.
- The report appears to have gone beyond the scope the regents asked for at the February 2021 meeting, which was specifically to review and investigate the issue of tenure (history, purpose); look outside of UH (evolution of, current views and developments on tenure) and at UH itself (the current process, criteria, and decision making on tenure)
- The report states that the proposed changes might improve the tenure classification system, but it does not explicitly state how these proposed changes would do that, nor was any data provided to support these claims
- Community College faculty will be required to shift their focus to research, which inherently takes away from the essential services that both instructional and non-instructional faculty provide
- Support services to students that are provided by non-instructional faculty will be reduced, which is of particular importance at the community college level, where the student population requires more support
- Community colleges and support staff are critical to State initiatives like [55 by '25](#) that emphasize the importance of post-secondary education that often begins at the two-year institutions. The pandemic has only highlighted the disparities between college-graduate and high school graduates; thus post-

secondary education that includes college and career counseling provided by our non-instructional faculty is critical to the economic and social health of our State.

- The periodic review process is proposed to be modified, and will involve administration approval, which deviates from the faculty-driven developmental process that is supported by the Hawaii Labor Relations Board
- Tenured faculty have a contract with the University, and the report does not address the legal matters that would arise, nor a plan for the legal costs associated with the proposed changes

Thank you for your time, and again I am asking that you VOTE NO on the report from the Tenure Task Group.

Sincerely,

A handwritten signature in cursive script, appearing to read "Cynthia Texeira".

Cynthia Texeira  
Librarian  
Windward Community College

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## Opposition to Tenure PIG Proposal

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Karla Hayashi <karlah@hawaii.edu>  
To: bor.testimony@hawaii.edu

Fri, Oct 15, 2021 at 2:40 PM

Dear Regents,

Please see below for my statement opposing the proposal which came from the Tenure PIG which seeks to radically re-organize faculty members classification as well as re-define tenure.

### PIG in a Poke?

The Tenure PIG did not simply deviate from its charge, it broke out of the pen. The resulting proposal seeks to undermine UH Regents Policy RP 9.201 by re-classifying current faculty positions into something other than faculty based on an archaic definition of what constitutes teaching. This recommendation is also based on a deeply flawed understanding of what tenure is, who faculty are, and why tenure and the current classification of faculty is even more important than ever. This recommendation also reveals the baser nature of those Regents, UH Administrators, and Legislators who support this recommendation. They show themselves to be misogynistic and racist since this proposal will disproportionately impact women and people of color, many from under-represented groups. This proposal also sends a strong message to people born and raised in the state that we continue to be seen as second class in contrast to highly sought-after faculty members in high demand areas who come from out of state. This proposal is nothing short of a **re-creation of the plantation hierarchy at the university**. Shame on you for creating more barriers to keep certain groups relegated to lower-paying positions with no opportunity for advancement.

The Regents who authorized this proposal relied on an outdated definition of teaching as adopted by many Legislators whose influence is reflected in the proposal. This outdated definition of teaching is rooted in the 1950s when universities and colleges were the almost exclusive domain of wealthy white men and students sat in classrooms, listened to lectures, took notes, and demonstrated that they learned by taking tests. This dated concept assumes learning, and by extension teaching, only occurs in a classroom.

The meaning of tenure has also been deliberately mischaracterized as “lifetime employment” as Senator Donna Mercado Kim is fond of repeating. The definition of tenure as posted on the American Association of University Professors is the accepted standard across the United States. As stated on their website:

The principal purpose of tenure is to safeguard academic freedom, which is necessary for all who teach and conduct research in higher education. When faculty members can lose their position because of their speech, publications, or research findings, they cannot properly fulfill their core responsibilities to advance and transmit knowledge.

Tenure provides the condition for faculty to pursue research and innovation and draw evidence-based conclusions free from corporate or political pressure.

The Tenure PIG recommendations ignored this definition and instead examined the issue through the false lens of “lifetime employment.” Tenure does not guarantee any faculty member lifetime employment, except perhaps for failed UH administrators who are placed back into the Bargaining Unit usually over the objections of the faculty they once had authority over.

Tenure at UH requires a minimum of five years of formal and informal review through the contract renewal process followed immediately by an application for tenure which is always reviewed by faculty bodies who make recommendations to administrators before ending at the President's desk. After tenure **is earned**, not given, the faculty member is reviewed every five years. In between those formal reviews, faculty who are under- or non-performing can be identified and procedures initiated to intervene, discipline, or ultimately terminate in **accordance** with protocols and procedures as agreed between UH/BOR and UHPA in each successive Collective Bargaining Agreement (CBA). Too many administrators, unfortunately, avoid taking any action, often for years, allowing a few problems to fester and grow. Their failure to carry out their duties and responsibilities in accordance with the CBA results too often in baseless accusations that tenure protects under- or non-performing faculty. Instead, Regents should hold the President accountable for the under- or non-performance of his executive and administrative team who avoid and/or fail to address problems, especially long-standing ones.

This proposal is also based on an antiquated perception of what constitutes teaching and who teaches. That antiquated view is that a faculty member is teaching only if s/he is lecturing to a classroom of students and that students only learn in a classroom. Even before the pandemic which forced the entire faculty body of UH to transition to online education, teaching was not limited to I-9 faculty in the classrooms. Researchers and Specialists always worked with students, albeit not always in a classroom or for a 16-week semester for credits.

This proposal disregards and ignores the contributions of past and current faculty members who are not classified as I-9. Teaching does not occur only in the classroom and if the Regents would educate themselves by talking to the various faculty members in and outside of the classroom, they might begin to understand the breadth and depth of the "instruction" all faculty members carry out on a daily basis. Please take the time to consider the teaching these other faculty members carry out, especially since their instruction and teaching takes place outside of the classroom, sometimes for the **entirety** of students' enrollment at UH rather than just for one or more 16-week semesters:

**Advisors** – they work to help students understand how their academic choices will help or hinder them in achieving their goals, especially their career goals. Without the **instruction and teaching** Advisors do, too many students would take longer than the five years UH has established as the number of years in which undergraduate students should complete their Bachelor's degree. Advisors must understand a multitude of degree and programs requirements in order to advise students each semester, not just one major or program.

Advisors **teach** students how to understand and successfully navigate the academic rules and procedures in place so students make better informed choices about what classes to take and when as well as whether based on academic performance and other factors students should reassess their academic and career goals. Advisors **teach** students how to achieve their academic goals, but also when it might be appropriate to look at other academic avenues more in keeping with students' strengths and interests. They do this by working one on one with students as long as it takes for the students to achieve their goals.

**Counselors** – they work tirelessly to help students confront and deal with a myriad of problems students encounter which can prevent them from achieving their academic and career goals. They **teach** students how to recognize both the roadblocks from outside as well as inside of themselves. And the roadblocks are increasingly compelling and challenging. Our students too often deal with houselessness, poverty, hunger, substance abuse, domestic violence, mental illness, and suicidal behaviors, just to name some of the most compelling problems impacting our students. The pandemic only added to and in many instances exacerbated these challenges further elevating the need for these faculty members.

After the problems have been identified, Counselors work with students to try to **teach** them how to cope with and hopefully get past those problems. Counselors also **teach** students how to reassess and sometimes reconsider whether their goals are appropriate at a particular time. These are **life lessons** that if

successfully conveyed and assimilated by the students will equip them to move one step closer to achieving their academic and career goals.

**Extension Agents** – These faculty members are expected to meet the same criteria as I-9 colleagues and **teach**, do research, and perform community service. Their work informs the communities they live and work in. Their impact directly benefits the people in their communities, many who are trying to make a living farming. Extension Agents do their research and **teach** their constituents how to use that information by **teaching** them techniques to improve harvests, deal with increasing numbers of invasive pests attacking their crops, manage and/or increase their crop yields, etc. Their constituents are often graduates of our campuses who want to increase their knowledge and skills. Without the **teaching** these Agents do every day our state’s agriculture deficit would be even greater than it currently is.

**Researchers** – Their work informs the academic instruction carried out in the traditional classroom, the only setting Regents think teaching takes place within. Where does that academic information come from? Does it come fully formed and articulated from a cabbage patch? Or a textbook? No, someone had to hypothesize, do research, discard a hypothesis, start with a new hypothesis, conduct experiments, examine and re-examine reams of documents and articles, etc. in an effort to add new information to the field. I-9 faculty are doing their part to create new knowledge for their individual fields but they cannot do it by themselves nor would we want them to. What a one-sided point of view that would result in, leading students to believe there is only one way to think about any subject.

Researchers **teach** countless students indirectly through the research work they carry out and directly when they advise and supervise student assistants on various projects. They **teach** students how information students were exposed to in the classroom actually applies. They **teach** students how to translate lecture into application and what the wonders and consequences that information and application can produce.

Other faculty **teach** students in various settings and are **no less important** to students’ academic experiences. They **teach** them how to become better students through their interactions with them in:

**Academic and Student Success Centers** under the direction of faculty **teach** students how to become independent learners who will no longer need to come in for tutoring because students are able to effectively and efficiently organize, retain, and apply information they were exposed to in the classrooms and which their I-9 instructors do not always have inordinate amounts of time to help students after class with. These specialist faculty work day in and out to teach students how to become better learners without giving answers or telling students what and how to do assignments. They also intervene when students sometimes try to take the easy way out and cheat their way to a “good” grade to pass a class.

**Co-curricular program** faculty enhance students’ experiences on campus because students need to experience other elements of a college education to help them understand the relationship between what they learn in one classroom and what they experience outside of the classroom.

**Career development and placement center** Specialists understand what **teaching** in the classroom involves and can **teach** students how to organize those academic and co-curricular experiences and focus those into decisions about what careers may be better suited for them and how to pursue and achieve entry-level and higher positions after graduation.

Faculty in a myriad of roles, not just in the classroom, interact daily with students and **teach** them a multitude of things that combined together help students achieve the most from their entire educational experiences at UH in and outside of the classroom.

Your proposal says to past, current, and future faculty members who are not I-9s or Librarians that their work means nothing, is not worthwhile of being thought of as comparable to this singular definition of teaching, and will not be valued here at UH. Other universities beg to differ and UH will become a poor imitation of what a robust university system should be since this proposal will send a strong message to potential applicants, “do not apply to UH; your academic skills are not valued here.”

The students who will graduate under the conditions of this proposal will also be the poorer for this. What you will create by way of this proposal is a one-dimensional educational program that will produce UH graduates limited in their vision and devoid of imagination, questions, and curiosity. Those kinds of graduates will, however, make excellent lower-level employees who will do only what they are instructed to do and who will likely never rise above their station or salary structure, condemning the majority of residents who will graduate from UH to low-paying, service-oriented jobs, unlikely to question their managers and elected officials, advocate for change, or apply innovative and creative thinking to resolve long standing problems in Hawai‘i.

The inherent misogyny and racism contained in this proposal will be your legacy. You can rationalize your way through this proposal and say it is for the betterment of the institution you espouse to care about, but **you will be remembered when your efforts re-create and perpetuate a plantation system** which rewards the elites and denigrates the rest, the opposite of the mission of America’s land grant public universities. What a mockery of that mission you will accomplish if you authorize this proposal.

Karla Hayashi  
UH Hilo

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Karla Hayashi  
Kilohana Director  
(808) 932-7287  
University of Hawai‘i at Hilo  
Hilo, HI 96720-4091



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## Submission of Testimony

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**Seri Luangphinith** <seri@hawaii.edu>

Fri, Oct 15, 2021 at 2:49 PM

To: bor.testimony@hawaii.edu, David Lassner <david.lassner@hawaii.edu>

Cc: Christian Fern <fern@uhpa.org>, Jean Ippolito <jippolit@hawaii.edu>, "Lord, Lee E" <LeeE.Lord@hawaiicounty.gov>, reptodd@capitol.hawaii.gov, Steven Herman <hermans@hawaii.edu>

To President Lassner and Members of the Board of Regents:

I respectfully submit the following item as testimony against proposals to BOR policies RP 9.201 and RP 9.213 as drafted by the Permitted Interaction Group.

Thank you for your consideration.

Sincerely,  
Seri I. Luangphinith

--

Seri I. Luangphinith  
Professor of English  
University of Hawai'i at Hilo  
[200 W. Kawili Street](#)  
[Hilo, Hawai'i 96720](#)

Office: Kanaka'ole 215  
Phone: (808) 932-7217  
Fax: (808) 932-7214

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 **Written Testimony by Seri Luangphinith (UH Hilo).pdf**  
182K

# WRITTEN TESTIMONY

**TO:** David Lassner, UH System President  
Members of the UH System Board of Regents

**FR:** Seri Luangphinit, UH Hilo Professor of English

**CC:** Christian Fern, UHPA Executive Director  
Members of the UH Hilo Faculty Congress  
Representative Christopher Todd, House District 2  
Mayor Mitch Roth, County of Hawai'i

**DATE:** October 13, 2021

I hereby respectfully submit the following testimony to oppose amendments to BOR Policies RP 9.201 and RP 9.213 as submitted by the Permitted Interaction Group (PIG) on September 10, 2021.

First, I wish to call into question the exact purpose of this group. Per the cover memo, the PIG notes that it was established by the BOR to review and investigate “(1) the history and purpose of tenure; (2) the evolution of and current views and developments on tenure; and (3) the current criteria and decision[-]making process for tenure” (p. 1). Later, the same memo states that after its first meeting, the group then decided to review: “The University’s current tenure classification system; 2. Practices on periodic review; and 3. The alignment of tenure with the mission and priorities of the University” (p. 2).

The problem with these goals is that they are not tied to any specific problems—for what reasons was this committee given the charge to look into these matters, which evolved from one set of goals into a completely different one? As a result of the *ad hoc* nature of this change in focus the entire exercise is now couched in dubious and far from transparent reasons. And for this alone its recommendations to amend policies RP 9. 201 and RP 9.213 should be rejected outright as there was no evidence ever presented to state what exact problems these amendments are supposed to address.

Furthermore, there are two changes in language that will inevitably have the potential to adversely impact the educational standing and reputation of the University by eliminating research and inserting capricious administrative oversight into personnel review that becomes a possible means for the elimination of academic programs.

1. Elimination of classification for researchers (R) and faculty specializing in Law (J) and clinical medicine (M) which imposes full-time teaching loads on these previous classifications (RP 9 202 pp. 4-5).

The major problem with this shift is that you will be eliminating individuals who spend 100% of their time in research or direct community outreach to possibly as little as 25% of their time. The math here is simple—the less time devoted to research means less research. Period.

The most immediate impact will be the potential loss of Manoa's Carnegie R1 classification which puts it in the same league as many of the University of California system schools, a league that DOES NOT include the California State system institutions which are neither ranked as R1 nor R2. Per the [U.S. News & World Report](#), UH Manoa is specifically ranked globally as #378 using criteria which includes the number of research only staff cited currently as 215. The UH Manoa ranking would almost certainly slip lower if this number falls to zero.

Less research output means the inevitable loss of competitiveness in many areas for grants to fuel further research. It seems ironic that the UH System would extol extramural funding as having achieved a "[near-record \\$485.5 million in FY 2021](#)." Manoa brings in \$352.6 million, which is way ahead of Hilo's \$15.97 million for the simple reason that there are more full-time R classification faculty whose full-time jobs are to undertake research and bring in grants. The potential loss of revenue that would be witnessed if all Manoa faculty converted to teaching workloads like that of their Hilo counterparts would be staggering.

It may appear odd that a UH Hilo faculty member is arguing in support for the retention of the R classification; however, I see this as part of a larger assault on research that needs to be addressed. [My own research](#) was hailed in the UH system newsletter but at the same time it is unclear to me why members of the Legislature, the Board of Regents, and key members of the PIG would dismiss the importance of research as a "core" function of our university system. My work is possible because my institution is part of a system that touts its intensive and currently impressive research agenda. If the aim is to simply have faculty teach as many students as possible, then change our names to Manoa Community College and Hilo Community College. Call us anything but "universities."

2. The following problematic language is being proposed to policy RP 9.213 which appears to give administrators the vague language needed to potentially eliminate programs:

It is the responsibility of Deans, Chancellors, Provost, Vice Chancellors/Vice Provosts, and/or other appropriate academic administrators to additionally ensure that all periodic reviews are conducted in a manner that will minimize conflicts of interest within units, and ensure balanced, diverse, and relevant input including that of faculty peers.

Guidelines and procedures for periodic review, including the use of performance improvement plans as necessary, shall be developed by each major academic unit (UH Mānoa, UH Hilo, UH West O'ahu, Community Colleges) and submitted for approval by the president. An annual report on the outcomes of such reviews shall be provided to the board. (RP 9 213 p. 2).

The language is unclear—what exactly is meant by the phrasing administration "will be conducted in a manner that will minimize conflicts of interest within units, and ensure balanced, diverse, and relevant input including that of faculty peers" (underline added). Will this leave room for the dismissal of faculty in a highly contentious unit? If contention in a unit is a problem, there are policies and procedures already in place for deans and other administrators to deal with such issues. Using this as an excuse to possibly terminate a tenured professor goes against the purpose of tenure, which is to protect faculty from capricious dismissal. The new language does not include safeguards against racial, regional, religious, or gendered bias which can adversely affect the "balance" or "diversity" of a unit.

Second, the problem of the system president now being in charge of these reviews further erodes the autonomy of each campus and calls into question the fairness of the process as the current president is also the chancellor of Manoa. With all due respect to President Lesner, I would like to ask what guarantee do we have that this will not be used to eliminate programs on the UH Hilo campus to shore up weak programs at Manoa as we saw with the small majors fiasco from last fall?

I would like to end with a reminder to all of the laws that incepted the University of Hawai'i. Per the Hawai'i Revised Statutes § 304A-102 (2016):

**[§304A-102] Purposes of the university.** The purposes of the university are to give thorough instruction and conduct research in, and disseminate knowledge of, agriculture, mechanic arts, mathematical, physical, natural, economic, political, and social sciences, languages, literature, history, philosophy, and such other branches of advanced learning as the board of regents from time to time may prescribe and to give such military instruction as the board of regents may prescribe and that the federal government requires. The standard of instruction shall be equal to that given and required in similar universities on the mainland United States. Upon the successful completion of prescribed courses, the board of regents may confer a corresponding degree upon every student who becomes entitled thereto.

The law states that we are not meant to be a lesser alternative to a mainland college degree. We are also tasked with the dissemination of a wide range of subjects including those which seem, to have fallen in esteem due to their declining enrollments. However, we need to be reminded that the University was not created for the sake of making money. HRS § 304A-102 clearly states our mission is to provide a COMPREHENSIVE education, one that equals to that which is "given and required in similar universities." I would imagine the goal is not to aim lower but to aim higher, to aspire to be an R1, to offer the wide range of programs and degrees one might find at any other institution of the same caliber.

Finally, I will end by making it clear, the Honolulu-centered nature of these many exercises needs to stop now if indeed the ultimate goal is to shrink campuses on the neighbor Islands. Such tactics only exacerbate the urban/rural divide and risks creating intellectual and financial black holes such as those faced by inner city or rural indigenous communities on the mainland.

UH Hilo is clearly a key player in the economy on the Big Island. The whittling away of our programs means less opportunity for our students and threatens a decrease in local spending and the accompanying economic stimulus by departments. Hawai'i Island is the least performing county in terms of per capita income and median household income (see Tables 13.12 and 13.23 in the [State of Hawai'i Data Book](#)). Asking our students to move to Honolulu is tantamount to asking them to take on disproportionately more debt and shifts spending to Oahu. Many may thus find higher education out of their reach. This is clearly exploitative and denigratory. The students of the Big Island deserve as good and as diverse an education as those anywhere else in this state or nation. This is our legislative mandate. It is one I hope all of you intend to honor.

## Public Testimony Form - University of Hawaii Board of Regents

*Please provide your testimony on this form for the next University of Hawaii Board of Regents meeting. Make sure you include all the requested information so that the Board of Regents is able to clearly understand the testimony provided.*

Your Name (required) \*

Jon Yoshioka

Your Organization (optional)

University of Hawaii at Manoa, College of Education, Institute for Teacher Education, Master of Education in Teaching Program

Your e-mail address (in case we need to reach you) \*

jonyoshi@hawaii.edu

Board of Regents Agenda Item (required) \*

OTHER

OTHER (Please describe) \*

Written Testimony Opposing BOR Resolution 21-06 from the Permitted Interaction Group

Your Position (required) \*

Comments Only

Your Testimony/Comments

Your Testimony (pdf or word)

[2021\\_10.15 Testimony in Opposition to Report of the Tenure Permitted Interaction Group.pdf](#) (567.2 kB)

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## Actions

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October 15, 2021

**Memorandum**

To: Randolph G. Moore, Chairman of the University of Hawaii Board of Regents

Fr: College of Education, Institute for Teacher Education, Master of Education in Teaching (MEdT) Program

Re: Testimony in Opposition to Report of the Tenure Permitted Interaction Group (PIG)

Aloha Chair Moore and Members of the Board of Regents:

Please accept the following as the Faculty of the Master of Education in Teaching (MEdT) program's Strong Opposition to the *Report of the Permitted Interaction Group (PIG) on Tenure, September 10, 2021*.

Many of the reasons for our opposition to the PIG's report have been previously and eloquently presented by others and have been widely reported in multiple forums. Simply put, we do not feel that decisions that have such far reaching and potentially detrimental consequences should be undertaken without feedback from those directly affected by those decisions. Specifically, having "S" faculty members, "R" faculty members, and other faculty members participating would have been a far more fair and inclusive process. Having faculty members in this group would have undoubtedly provided the PIG with information that they did not have and from which they likely would have greatly benefitted.

The MEdT program wholeheartedly supports our COE Dean and Associate Dean's statement that "Specialist faculty perform critical instructional, program management, and academic functions such as keeping programs operational, evaluation, enabling student success, grant acquisition and management, and maintaining community engagement for the State of Hawaii and beyond." This is something that we know first-hand, as nearly half of MEdT's faculty members are Specialist faculty - and outstanding examples of what Knowledgeable, Effective, and Caring professional educators should be.

Specialist faculty in the MEdT program, work directly with teacher candidates in the classroom and in the field. They, like other MEdT faculty:

- Teach graduate level courses
- Conduct field supervision in schools across our state,
- Develop and maintain programs, and community and school partnerships
- Acquire grant funding,
- Conduct research,
- Liaise with DOE and community partners to strengthen both teacher candidate preparation and school programs, and
- Actively provide services to our college, the University, the DOE schools, and our community.

In summary, the work of the Specialists in the MEdT program is vital to the development of our teacher candidates, the short- and long-term success of our College, and the state of education in Hawaii and beyond.

In addition, the MEdT program strongly opposes the proposed changes to tenure by the PIG. Tenure is earned through a rigorous peer-reviewed process and is not something that is automatically granted. As such, we agree with UHPA Director, Christian Fern's statement below,

Our discussions have not revealed any valid or actionable problems with the University of Hawai'i's tenure processes that have merit to address, yet the Task Group is moving ahead in proposing sweeping changes that are very top-down in nature and clearly not necessary. There is no question that the proposed recommendations from the Task Group will cause undue anger and frustration among the faculty, who have endured constant attacks from external forces and will now be facing an internal enemy at a time when it is most important for us to move forward together.

First, the Task Group erroneously approached tenure as an obstacle to quality teaching and research at the University of Hawai'i by viewing tenure purely and solely as a tool of absolute job security or lifetime employment. As a result, the underlying tone and tenor of the discussions were antagonistic instead of exploratory. It was evident that there was a predetermined agenda and intent on dismantling the UH's tenure system. I truly believe this was not the intent and purpose of the Board of Regents. These Task Group members, including some UH administrators, mistakenly believe the University of Hawai'i administration has virtually no ability or avenue to intervene and/or address substandard performance.

The prevalent perception is that tenure is an iron-clad protection from terminating faculty members who do not meet performance expectations and requirements of the position. Unfortunately, these skewed notions are impacting the entire groupthink process. Granting tenure to a University of Hawai'i faculty member is at least a five-year process that involves a great deal of rigor and peer review. By contrast, civil service positions in the State enjoy security after a six-month probationary period. Other UH positions (Unit 8 APT employees) have "employment security" after three years in a permanent position.

It is our hope that the Board will summarily reject the PIG's proposed changes and actively engage in conversations with those affected in any future proposals such as this.

Respectfully,

College of Education, Institute for Teacher Education  
Master of Education in Teaching Program (MEdT) Faculty

Jon Yoshioka, Professor & Director  
Aaron Levine, Assistant Specialist  
Stephanie Furuta, Associate Specialist  
Kahea Faria, Assistant Specialist  
Mischa Kauaananuhea Lenchanko, Assistant Specialist  
Vail Matsumoto, Associate Professor  
Patricia Massoth, Instructor  
Waynele Yu, Instructor  
Jaime Kent, Instructor



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## Written Testimony Regarding Agenda Item: VII.B. Final Report and Dissolution of the Tenure PIG

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Leanne Urasaki <lurasaki@hawaii.edu>  
To: bor.testimony@hawaii.edu

Fri, Oct 15, 2021 at 3:15 PM

Aloha Regents,

I am submitting the attached written testimony for the October 21 BOR meeting on behalf of the Hawai'i Community College Academic Support Faculty Division.

Specifically, our testimony is in opposition to UH BOR Resolution 21-06: The Findings and Recommendations of the Tenure Permitted Interaction Group.

All five faculty members of our division approved of this testimony and all have affixed their names to it.

Sincerely,  
Leanne Urasaki, on behalf of the Academic Support Faculty Division  
Hawai'i Community College

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**Testimony Regarding Agenda Item VII.B. Final Report and Dissolution of the Tenure PIG(1).pdf**

74K

**Testimony**

October 15, 2021

To: Chairman Randolph Moore  
University of Hawai'i Board of Regents

From: The Hawai'i CC Academic Support Faculty Division

Subject: Tenure Permitted Interaction Group (PIG) Report and Recommendations

Position: **Strongly Oppose**

The members of the Academic Support Faculty Division at Hawai'i Community College respectfully submit the following testimony strongly opposing the Permitted Interaction Group's (PIG) report and proposed resolution regarding Tenure.

We appreciate the intent of the Board of Regents' PIG to review (1) the history and purpose of tenure; (2) the evolution of and current views and developments on tenure; and (3) the current criteria and decision-making process for tenure. However, we are writing to **strongly oppose** the report that was submitted to the BOR for the September 16, 2021 meeting and request that you take no action on the report and its resolution and give them no further consideration.

First, it is clear from the report that the PIG did not attend to the three tasks it was formed to address and, instead, chose to use this opportunity to propose the reduction in tenure track positions by specifically targeting non-instructional support and research faculty.

Second, the PIG was formed without adequate representation of stakeholders. The entire faculty body was represented by the UHPA Director (note his dissenting opinion). Not a single faculty member was appointed to the PIG, let alone representatives from all current classifications of faculty. The one college dean chosen for the task force is from a four-year institution whose tenured and tenure-track faculty consists of 98% 9-month instructional faculty, and who thus was not an appropriate sole representative for all non-instructional academic support faculty across the entire UH System, especially given the issues under consideration.

Third, the "C" classification of community college faculty was not mentioned in the report but is targeted in the proposed revisions to Regent Policies 9.201, 9.202, and 9.213. Yet, community colleges and their support faculty are critical to State initiatives like [55 by '25](#) that emphasize the importance of post-secondary education that often begins at the two-year institutions.

Furthermore and even more unacceptable to us as non-instructional faculty is the view expressed throughout the PIG's report that tenure should be limited only to instructional faculty. Tenure protects academic freedom, which allows faculty in all classifications to focus on our duties and ensures us the right to full and open discussion of controversial issues within our disciplines and colleges, without fear of retribution. The idea that these protections are only needed inside the classroom is a short-sighted fallacy. Academic freedom is an indispensable and

**Hawai'i Community College  
Academic Support Division Faculty**

fundamentally necessary protection beyond just the classroom and research facility. Academic support faculty also rely on this protection when we provide leadership to our campuses in dealing with complex issues that can run counter to existing or popular opinion.

Targeting non-instructional faculty to remove their tenure track protections while keeping tenure secure and intact for instructional faculty is offensive and discriminatory. The scope of our professional responsibilities and expertise is without question of equal merit to our instructional faculty colleagues.

Academic support is a critical component of academic affairs. As non-instructional academic support faculty, we play an integral role in our students' success. In recent years, this has been progressively emphasized in System and College initiatives to increase retention, completion, transfer, and student success goals, as well as System-wide articulation goals and the meeting of accreditation standards.

Non-instructional faculty are being disregarded as subject matter experts in their professions. Our professions require advanced degrees to serve the needs of traditional and non-traditional students, student development, student exploration of careers and majors, mental health, learning support, retention and transfer, distance education support, library science, assessment and evaluation, and more. Advanced degrees and expertise in these professions are not typically held by instructional faculty, as they are subject matter experts in their own areas of expertise and rely on non-instructional faculty to meet students' needs in these areas.

Academic support faculty positions at our College are varied and we each were hired for our unique expertise and skills in areas required for student and institutional success. We each have assumed leadership of our areas and related sectors of the College. In addition to staying current with and supporting compliance with Federal, Accrediting Agency, and System guidelines and policies, we provide the following core functions to ensure student success and institutional effectiveness. Individually and collaboratively, we have developed programs and infrastructures that encourage a unified College-wide commitment to continuous improvements in teaching, learning, and services. Removing tenure from non-instructional support faculty will invariably harm the community colleges and our students.

Thank you for your time. Again, we ask that you **VOTE NO on the UH BOR Resolution 21-06 and take NO ACTION on the Tenure PIG report and recommendations.**

Sincerely,

Hawai'i Community College Academic Support Faculty Division

Reshela DuPuis, Ph.D., Associate Professor, Institutional Assessment Coordinator

Lisa Fukumitsu, M.S., Instructor, Student Success Coordinator

Laurel Gregory, M.L.S., Professor, Librarian

Michelle Kanoe Lambert, M.Ed., Ph.D. Candidate, Instructor, Pathway Coordinator

Leanne Urasaki, PDE, CFD, M.Ed., Associate Professor, Instructional Technology Developer

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## Request that the Board of Regents vote no, on accepting the Tenure Task Group report

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Lori Maehara <lmaehara@hawaii.edu>

Fri, Oct 15, 2021 at 3:28 PM

To: bor.testimony@hawaii.edu

October 15, 2021

To the University of Hawai'i Board of Regents,

My name is Lori Maehara and I am submitting this written testimony in opposition to the report of the Tenure Task Group. The report proposes eliminating tenure for faculty who are not providing direct instruction, with the exception of librarian faculty. I am asking the Board of Regents to vote no on accepting the report of the Tenure Task Group.

As a non-instructional faculty member, I am a counselor, and I believe that my profession is deserving of tenure. I was hired by the UH system in October 1992, and have worked for the UH for 29 years.

Regarding the report from the Tenure Task Group, and the potential subsequent impact, I am most concerned that:

- No faculty were involved in the process and discussions with the Tenure Task Group
- The "C" classification of community college faculty was not mentioned in the report, despite the UHCCs being the majority of the UH system
- Non-instructional faculty are being disregarded as subject matter experts in their professions. These professions require advanced degrees to serve the needs of students with disabilities, student development, student identity, student exploration of careers and majors, first-year students, returning adult students, mental health, instructional design, library science, and more. Advanced degrees in these professions are not typically held by instructional faculty, as they are subject matter experts in their own areas of expertise and rely on non-instructional faculty to meet student needs in these areas.
- The report appears to have gone beyond the scope the regents asked for at the February 2021 meeting, which was specifically to review and investigate the issue of tenure (history, purpose); look outside of UH (evolution of, current views and developments on tenure) and at UH itself (the current process, criteria, and decision making on tenure)
- The report states that the proposed changes might improve the tenure classification system, but it does not explicitly state how these proposed changes would do that, nor was any data provided to support these claims
- Community College faculty will be required to shift their focus to research, which inherently takes away from the essential services that both instructional and non-instructional faculty provide
- Support services to students that are provided by non-instructional faculty will be reduced, which is of particular importance at the community college level, where the student population requires more support
- Community colleges and support staff are critical to State initiatives like [55 by '25](#) that emphasize the importance of post-secondary education that often begins at the two-year institutions. The pandemic has only highlighted the disparities between college-graduate and high school graduates; thus post-secondary education that includes college and career counseling provided by our non-instructional faculty is critical to the economic and social health of our State.
- The periodic review process is proposed to be modified, and will involve administration approval, which deviates from the faculty-driven developmental process that is supported by the Hawaii Labor Relations Board
- Tenured faculty have a contract with the University, and the report does not address the legal matters that would arise, nor a plan for the legal costs associated with the proposed changes

Thank you for serving on the board and for your time. Again, I am asking that you **VOTE NO** on the report from the Tenure Task Group.

Sincerely,

Lori Maehara

Associate Professor/Counselor

UH Kapi`olani Community College



**Lori Maehara**

Culinary Institute of the Pacific at KCC

Associate Professor/Counselor

[4303 Diamond Head Road](#), Ohelo 121

Honolulu, HI 96816

(808) 734-9466 | [Lmaehara@hawaii.edu](mailto:Lmaehara@hawaii.edu)

Campus website: <https://www.kapiolani.hawaii.edu/>

[KCC Culinary Arts program website](#)

[Laulima - Help for students, tutorials](#)

[Career Pathway to UH Manoa BS-FSHN-Culinology](#)

[Culinary Institute of the Pacific at Diamond Head](#)

**[Reporting a student of concern? Click here](#)**

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## Public Testimony Form - University of Hawaii Board of Regents

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Your Name (required) \*

Paul McKimmy

Your Organization (optional)

UHM

Your e-mail address (in case we need to reach you) \*

mckimmy@hawaii.edu

Board of Regents Agenda Item (required) \*

BOR VII.B. Final Report and Dissolution of the Tenure Permitted Interaction Group

Your Position (required) \*

Oppose

Your Testimony/Comments

Your Testimony (pdf or word)

[BOR testimony on S faculty - updated.pdf](#) (62.9 kB)

It is with alarm, dismay and frustration that I reviewed the Regent's Permitted Interaction Group (PIG) recommendations to revise RP 9.202, denying tenure to Specialist and Extension faculty and effectively creating a second-class (FSE) category of faculty who serve in these roles. What your group proposes is deeply flawed, both in process and in results.

This PIG demonstrated too little understanding of faculty roles, the importance of tenure in protecting academic freedom, and the purpose and mission of a research university. I note that other testimony covers this ground, so I want to offer you personal examples that run counter to the assumptions evident in the PIG's recommendations, specifically the role(s) of Specialist faculty and tenure of Specialist faculty.

As a Specialist I have taught 48 courses for my home department and completed 38 peer-reviewed articles, proceedings and presentations meeting my department's tenure criteria. I have planned, budgeted and executed revised program delivery models in a range of academic programs throughout the College of Education. I have guided those programs through the accreditation reviews required for distance delivery, and coordinated the full range of technical, training, and instructional support for the successful delivery of distance programs. **In short, I directly contribute to the instructional and scholarly productivity of my college, despite the fact that "direct instruction" is not my primary responsibility.**

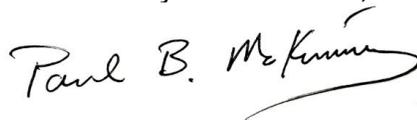
The PIG's recommendation would abolish tenure for Specialists, as if academic freedom protections are unimportant outside the classroom. As a tenured Specialist, I have been able to speak truthfully to executives without fear for my employment. In one instance, I needed to confront a (former) executive who was allowing a corporate representative undue influence over the selection and direction of our software systems related to accreditation data. **As a tenured faculty member, I could address this issue despite the imbalance of power between executives and faculty, and without risk to my career at UH.** A probationary faculty member would likely have refrained from speaking up out of fear of reprisal.

In my 20 years at UH, I have completed my duties on equal footing with Instructional and Research faculty, collaborating on every aspect of improving the on-campus and distance-delivered programs in the College of Education. I have served as president of an international association for distance education and provided university service at every level, including chairing many tenure review committees and recently chairing the UH-Manoa faculty senate and congress.

I am sorely disappointed to see the disregard for Specialists embedded in the recommendations before you. I urge you to reject these policy changes, step back, clearly identify the issues you seek to resolve, and engage in good-faith discussions with our faculty union to address them.

In hope for a transparent discussion on your concerns,

Paul McKimmy, Ed.D.  
Faculty Specialist



Director of Technology & Distance Program - UHM College of Education

## Public Testimony Form - University of Hawaii Board of Regents

*Please provide your testimony on this form for the next University of Hawaii Board of Regents meeting. Make sure you include all the requested information so that the Board of Regents is able to clearly understand the testimony provided.*

Your Name (required) \*

Lance Uyeda

Your Organization (optional)

Windward Community College Faculty Senate

Your e-mail address (in case we need to reach you) \*

lkuyeda@hawaii.edu

Board of Regents Agenda Item (required) \*

BOR VII.B. Final Report and Dissolution of the Tenure Permitted Interaction Group

Your Position (required) \*

Oppose

Your Testimony/Comments

Thank you for considering testimony submitted on behalf of the Windward Community College faculty senate on the tenure task force's recommendations.

Your Testimony (pdf or word)

[WCC FS Tenure Resolution.pdf](#) (299.4 kB)



*Presented to the Windward Community College Faculty Senate on October 5, 2021. Approved with 15 in favor, 0 opposed, and 0 abstentions.*

**Resolution Opposing the Recommendations of the University of Hawaii Board of Regents’ Permitted Interaction Group Report on Tenure**

**Whereas**, the permitted interaction group recommends 1) eliminating faculty classifications B, I, J, M, R, and S, as well as the community colleges’ “C” classification, and 2) creating new classifications F and L, which are tenurable, and FSE, which is not; and

**Whereas**, if the group’s recommendations are implemented, faculty at the system’s various campuses—community college, regional comprehensive, and R1—will have to fit within the same classifications; and

**Whereas**, the proposed classifications make no allowances for differences in faculty work that arise from dissimilarities, some quite pronounced, in the missions and strategic goals of 2- and 4-year campuses; and

**Whereas**, the basic incompatibility of a research requirement for community college faculty and a community service requirement for R1 university faculty causes the proposed F and L categories to verge on incoherence; and

**Whereas**, counselors, service coordinators, instructional designers, and other academic support faculty at the community colleges, who currently serve alongside instructors and librarians on faculty senates and other governance-related academic advisory committees, as well as on instructors’ hiring, division personnel, and tenure/promotion review committees, as untenured FSE faculty would be explicitly or effectively barred from serving in many of these roles; and

**Whereas**, reducing support faculty and counselors’ power and shared governance responsibility at the community colleges undermines multi-year, system-wide initiatives focused on retention and student success, such as those tied to Hawaii Graduation Initiative goals for eliminating success gaps and increasing the rates of certificate and degree attainment of students from underrepresented populations; and

**Whereas**, between 2004 and 2020, the rate of growth at the university of tenured and tenure-track Native Hawaiian faculty was greatest in non-instructional positions such as the support faculty positions proposed for divestment of tenure eligibility—an increase of 318%, compared

with a 134% increase in instructional faculty (or 62 additional non-instructional faculty vs. 47 additional instructional faculty, despite the fact that instructional faculty outnumber non-instructional faculty overall by roughly 2-to-1);<sup>1</sup> and

**Whereas**, given the fact that underrepresented students' rates of persistence and degree completion are increasingly seen to be linked to their level of access to a diverse faculty and to faculty mentors from similar backgrounds,<sup>2,3</sup> divesting academic support faculty of tenure eligibility also undermines UH System goals to eliminate success gaps for Native Hawaiian students specifically, as well as the system's mission to embrace "its unique responsibilities to the indigenous people of Hawai'i"; and

**Whereas**, the requirement that administrators consult with faculty when developing performance review procedures has in the proposed revisions been removed, which seems to put the lie to the statement in the Board of Regents' resolution that due process will be maintained; and

**Whereas**, the Windward Community College Faculty Senate hereby finds the proposed revisions, contrary to the permitted interaction group's charge and stated goals, to 1) simplify the tenure classification system at the expense of the system's improvement, 2) bankrupt the periodic review process, and 3) betray a limited awareness of system-wide enrollment requirements and strategic growth priorities.

**Therefore Be It Resolved**, that the Windward Community College Faculty Senate:

1. Opposes the adoption of proposed revisions to RP 9.201, RP 9.202, and RP 9.213.
2. Concurs with UHPA executive director Christian Fern's letter of dissent, which suggests that the Board of Regents might best serve the university by "step[ping] out of the way to let the faculty do what they do best as experts in their fields."
3. Suggests to the Board of Regents that, in response to future legislative inquiries, it consider coming to the defense of the university's current system of tenure protections, which in contrast with various regressive trends against tenure on the mainland, is something to celebrate. Exemplary tenure protections have played no small part in the UH system's (and especially the UH Community College system's) ongoing recognition as among the very best in the nation.

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<sup>1</sup> [https://data.hawaii.edu/#/reports/FAC06?SEM\\_YR\\_IRO=2020-8&TENURE\\_TOGGLE=TEN TT](https://data.hawaii.edu/#/reports/FAC06?SEM_YR_IRO=2020-8&TENURE_TOGGLE=TEN TT)

<sup>2</sup> <http://www.nationalforum.com/Electronic%20Journal%20Volumes/Robinson,%20Petra%20Enhancing%20Faculty%20Diveristy%20FOCUS%20V7%20N1%202013.pdf>

<sup>3</sup> <https://journals.sagepub.com/doi/full/10.1177/2332858415622175>

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*Please provide your testimony on this form for the next University of Hawaii Board of Regents meeting. Make sure you include all the requested information so that the Board of Regents is able to clearly understand the testimony provided.*

Your Name (required) \*

Lance Uyeda

Your Organization (optional)

Your e-mail address (in case we need to reach you) \*

lkuyeda@hawaii.edu

Board of Regents Agenda Item (required) \*

BOR VII.B. Final Report and Dissolution of the Tenure Permitted Interaction Group

Your Position (required) \*

Oppose

Your Testimony/Comments

Your Testimony (pdf or word)

[Tenure BOR.pdf](#) (208.2 kB)



October 15, 2021

To Chair Moore and the Board of Regents:

Subject: Opposition to tenure task force recommendations

Please disregard the recommendations of the tenure permitted interaction group, and consider reaffirming to the legislature and wider community the value of the University of Hawai'i's tenure protections for non-instructional faculty. If their value is not immediately obvious, let me assure you that at the community colleges, tenure protections for counseling and academic support faculty help shape our institutions' character and are key to our nationally-recognized UHCC System efforts to improve students' rates of good academic standing, year-to-year persistence, and certificate and degree attainment.

Divesting future non-instructional faculty of tenure eligibility will remove them from the hiring advisory committees of instructional faculty on which they now serve, and from committees that review faculty applications for tenure and promotion. A counselor was on my hiring committee when I was selected for a tenure-track English/language arts position in 2008, and since that time I've served on multiple hiring and tenure/promotion review committees with counseling and academic support faculty. Counselors and curriculum coordinators, whose job it is to focus on student success interventions and practices that will improve teaching and learning, are the kinds of people we want to invest with power on our campuses. Taking their power away is a mistake.

We also want to invest Native Hawaiian faculty with power. As I noted in Windward Community College's faculty senate resolution against the tenure task force recommendations, between 2004 and 2020, the rate of growth at the university of tenured and tenure-track Native Hawaiian faculty was greatest in non-instructional positions such as the support faculty positions proposed for divestment of tenure eligibility—an increase of 318%, compared with a 134% increase in instructional faculty (or 62 additional non-instructional faculty vs. 47 additional instructional faculty, despite the fact that instructional faculty outnumber non-instructional faculty overall by roughly 2-to-1). Increasing the numbers of tenured and tenure-track Native Hawaiian faculty is essential to maintaining Native Hawaiian students' decade-worth of gains in academic achievement.

Thank you for your time and attention.

Lance Uyeda  
English professor  
BOR medalist, 2016



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## Report of the Tenure Permitted Interaction Group

1 message

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**Junie Hayashi** <junie@hawaii.edu>  
To: bor.testimony@hawaii.edu

Sat, Oct 16, 2021 at 7:08 AM

To the University of Hawai'i Board of Regents,

My name is Junie Hayashi, and I am submitting this written testimony in opposition to the report of the Tenure Task Group. The report proposes eliminating tenure for faculty who are not providing direct instruction, with the exception of librarian faculty. I am asking the Board of Regents to vote no on accepting the report of the Tenure Task Group.

As a librarian, I am submitting this testimony opposing the elimination of tenure options of my fellow non-instructional faculty. I have worked in the UH System for over 13 years.

Regarding the report from the Tenure Task Group and the potential subsequent impact, I am most concerned that:

- No faculty were involved in the process and discussions with the Tenure Task Group.
- The report did not mention the "C" classification of community college faculty, despite the UHCCs being the majority of the UH System.
- The report disregards non-instructional faculty as subject matter experts in their professions. These professions require advanced degrees to serve the needs of students with disabilities, student development, student identity, student exploration of careers and majors, first-year students, returning adult students, mental health, instructional design, library science, and more. Instructional faculty do not typically hold advanced degrees in these professions. They are subject matter experts in their own areas of expertise and rely on non-instructional faculty to meet student needs in these areas.
- The report appears to have gone beyond the scope the regents asked for at the February 2021 meeting, which was specifically to review and investigate the issue of tenure (history, purpose); look outside of UH (evolution of, current views and developments on tenure) and at UH itself (the current process, criteria, and decision making on tenure).
- The report states that the proposed changes might improve the tenure classification system. Still, it does not explicitly state how these proposed changes would do that, nor was any data provided to support these claims.
- Community College faculty will be required to shift their focus to research, which inherently takes away from the essential services that both instructional and non-instructional faculty provide.
- Non-instructional faculty will reduce support services to students, which is particularly important at the community college level, where the student population requires more support.
- Community colleges and support staff are critical to State initiatives like [55 by '25](#) that emphasize the importance of post-secondary education that often begins at the two-year institutions. The pandemic has only highlighted the disparities between college-graduate and high school graduates; thus, post-secondary education that includes college and career counseling provided by our non-instructional faculty is critical to our State's economic and social health.
- The periodic review process is proposed to be modified and will involve administration approval, which deviates from the faculty-driven developmental process that the Hawaii Labor Relations Board supports.
- Tenured faculty have a contract with the university. The report does not address the legal matters that would arise nor a plan for the legal costs associated with the proposed changes.
- The Tenure Task Group pursuit of an agenda created and advocated by the Hawai'i State Senate (c.f. [Senate Resolution No. 166, S.D. 1 \(2021\)](#)) violates [Standard IV.C.4. of the Accrediting Commission for Community and Junior Colleges \(ACCJC\)](#) protecting UH community colleges from "undue influence or political pressure." That violation of ACCJC Standard IV.C.4. jeopardizes the accreditation status of all community colleges in the UH System, including that of Leeward Community College.

Thank you for your time, and again I am asking that you **VOTE NO** on the report from the Tenure Task Group.

Sincerely,

Junie Hayashi  
Public Services Librarian and Professor CC  
Leeward Community College



**Junie Hayashi**

Public Services Librarian

She/Her/Hers

[Leeward Community College Library](#)

(808) 455-0680 | [junie@hawaii.edu](mailto:junie@hawaii.edu)



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## Testimony Opposing the Recommendations on Tenure from the PIG

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**Suzette Scotti** <sdscotti@hawaii.edu>  
To: bor.testimony@hawaii.edu

Sat, Oct 16, 2021 at 12:36 PM

Dear Board of Regents,

Attached please find my testimony on the recommendations of the Permitted Interaction Group (PIG).

Thank you,

Suzette Scotti



**Testimony Opposing the Recommendations on Tenure from the PIG.pdf**  
2278K

October 16, 2021

Dear Regents,

My name is Suzette Scotti, and I am writing to express my opposition to the Permitted Interaction Group's Report on Tenure recommendations. I teach Art History at Leeward Community College. I was awarded the BOR Medal for Excellence in Teaching in 2019. This is my tenth year at the college, where I have thrived thanks to a supportive and nurturing environment and in particular, to my Division Chair James West, who has always believed in me, encouraged me, and acknowledged my efforts. Indeed, he has been an ideal leader and mentor to all of us, lavishing unstinting moral support on all the faculty lucky enough to be part of the Arts and Humanities Division. This is the kind of moral leadership we need in the UH system.

I stand in solidarity with my colleagues, who have dedicated their lives to teaching, researching, counseling, and guiding our students, transforming them into confident, productive, educated members of the community. We believe in our students, and that belief gives them the confidence they need to succeed and to pursue their dreams.

All the UH faculty deserve the same kind of support and nurturing from which I have benefitted to succeed and thrive. They, too, need acknowledgement and recognition of their tireless dedication to duty, unstinting support of students, and contributions to college and community.

I vehemently oppose the recommendations of the PIG because they would deal a crushing blow to faculty morale at a time when it is greatly in need of a boost. History teaches that people succeed when others believe in them. As an art historian, I think of the great artists and architects of the Italian Renaissance who brought so much beauty and ingenuity to our world - people like Leonardo da Vinci, Filippo Lippi, and Donatello, whose creations were not only the product of their own genius, but of the generous and farsighted patrons who supported them. Teachers are artists, too. Teaching, researching, mentoring, and counseling are fine arts that require skill, dedication, and years to perfect. Like the painters and sculptors of the Renaissance, we are constantly honing our craft and refining our technique so we can deliver ever better education to our students. We may not work for popes and princes today, but we still require the kind of support - moral and practical - that these artists enjoyed.

Nobody in any profession produces their best work with an axe hanging over their heads. This proposal is a threat to faculty and therefore to the students they serve. How can we continue to produce high-quality work and prepare our students for successful careers when we do not feel supported by those leading our institution? How can researchers feel confident about asking controversial questions and publishing unpopular conclusions if they fear their investigations may threaten their future employment? How can faculty have the courage to pioneer novel teaching strategies or lead classroom discussions on delicate topics if they fear losing their jobs as a consequence?

This attack on tenure amounts to an attack on freedom of speech, a sacred right guaranteed by the First Amendment. An attack on freedom of expression is an attack on our democracy. If academics are scared into submission, they won't be able to criticize authority when needed, and their contribution to society will be greatly diminished. Tenure, and the security it affords, is part of the checks and balances of a democracy. It not only protects faculty, it protects everybody.

Moreover, eliminating tenure for certain categories of academics (i.e. non-instructional faculty), and by giving fake tenure to others (by "re-tenuring" every five years) weakens and undermines the very foundations of academia. Vulnerable faculty are less effective, but the real victims are the students. How can we continue to motivate them when our own motivation has been sapped? This can only lead to a downward spiral. Unmotivated students do not graduate, and degree-less students will fall prey to unscrupulous employers who will use their lack of formal qualifications as an excuse to pay them less and deny them promotions.

Thus, the cycle of poverty and hopelessness we so often witness at Leeward CC will continue. Eliminating tenure will have a ripple effect on the whole community, opening a Pandora's box of social regressions. It's a slippery slope to a dystopian society that eliminates all the protections that define an advanced democracy. If we eliminate tenure, what will be next on the chopping block? Pensions? Health insurance? Workplace safety measures? Protection against sexual harassment and other forms of abuse of power? Shouldn't the University be a beacon of social progress that serves as a role model and inspiration for the rest of society, setting the standard for respect and well-being at the workplace?

May I respectfully remind you all that tenure is not a gift – it is earned. It is the culmination of years of hard work that is regularly scrutinized and minutely evaluated through ongoing student and peer evaluations, Division Personnel Committees, Division Chairs, and Deans. Faculty must constantly "prove" their worth through tangible accomplishments not only in the classroom, but through our sustained contributions to the community and rigorous professional development. We must demonstrate our long-term commitment to our profession and to the students who are our *raison d'être*. When tenure is threatened, all that we do is threatened. The recommendations of the PIG undermine our morale and menace the peace of mind that is vital to our success and in turn to that of our students. When faculty feel besieged, they cannot produce their best work. Their anxiety is communicated to their students who generally have enough stress of their own to cope with, and who look to us for strength. If we feel weak and vulnerable, how can we give them the strength they need to succeed?

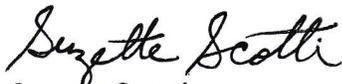
Now is not the time to attack tenure. The January 6 attack on our nation's Capitol was a stark reminder of what happens when democracy fails and people allow ignorance and hatred to guide their actions. The shocking number of Americans who fall prey to dangerous conspiracy theories, deny the lessons of science, and rely on fake news for information are the product of poor educations. We at the University of Hawai'i are fortunate to work at a stellar institution of higher learning whose mission is, and hopefully will remain, to combat ignorance and build a

better world through education. In the spirit of maintaining the excellence of our University, perhaps the PIG could reflect on expanding, rather than shrinking tenured positions, which have been steadily declining nationwide since the 1950's.

I therefore urge you in the strongest possible way to eschew the PIG's recommendations. After two years of a devastating pandemic which has directly impacted the lives of many in our community, we the faculty need and deserve respect, recognition, and recompense. The high cost of living here in Hawaii, coupled with inflation, mediocre salaries, and runaway housing prices are already enough to drive away talented faculty. The PIG's recommendations will further disincentivize academics seeking to build a career in the UH system. They are short-sighted, insulting, and disrespectful to faculty who have dedicated their lives to their profession. It is faculty, after all, who are the backbone and soul of any university. Without them, there would be no students. Please stand in solidarity with us and oppose the PIG's recommendations before they harm the University and the people of Hawai'i.

Thank you for your time.

Sincerely,

A handwritten signature in cursive script that reads "Suzette Scotti".

Suzette Scotti

Associate Professor of Art History  
Leeward Community College



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## Testimony for October 21 2021 BOR Meeting

1 message

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**Karen Tessier** <ktessier@hawaii.edu>  
To: bor.testimony@hawaii.edu

Sat, Oct 16, 2021 at 2:56 PM

Please see attached.



**Karen Tessier, PhD, RN**

Assistant Professor

Course Coordinator N322/N322L | N460L Fall 2021 |

N517L Summer 2021 |

University of Hawaii at Manoa

Department of Nursing

(808) 294-0402 | [ktessier@hawaii.edu](mailto:ktessier@hawaii.edu)

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**Tessier BOR testimony Oct 2021.docx**

121K



UNIVERSITY  
of HAWAII®  
MĀNOA

Oct 18, 2021

Chair Moore and Members of the Board of Regents:

Thank you for the opportunity to submit testimony in opposition to the recent Permitted Interaction Group recommendations regarding tenure.

I am an Assistant Professor in a Non-Tenure position at the UHM Nancy Atmospera-Walch School of Nursing (NAWSON), formerly School of Nursing & Dental Hygiene. I have been teaching there since 1997. Before that I worked in the healthcare practice sector at hospitals in Hawaii and on the mainland.

I am opposed to the proposed policy changes from the PIG for the following reasons.

The process was not transparent or inclusive of representatives from all affected stakeholders, in particular faculty who will be impacted by the proposed changes.

No reason was given, other than no direct student teaching responsibilities, for eliminating tenure for Specialists and Extension Agents, whose work is highly specific to their school/unit needs and critical to the overall mission of the university. S and A faculty provide direct and indirect support for faculty, students, and members of the community.

The recommendations negatively affect autonomy and morale, and devalue faculty at a time when all have been stretched to their limits dealing with the pandemic and its widespread effects on how we teach and help students learn.

We are in the beginning stages of searching for a new Dean. The process and recommendations of the PIG are likely to have a chilling effect on our ability to attract a quality candidate to lead our school as we look to increase enrollment to meet the workforce needs of our community.

Thank you,

Karen Tessier, PhD, RN



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## WASC and the PIG

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David Duffy <dduffy@hawaii.edu>  
To: bor.testimony@hawaii.edu  
Cc: David Duffy <dduffy@hawaii.edu>

Sat, Oct 16, 2021 at 3:58 AM

This was sent to the UHARI list in late September and I was asked to distribute it. I am not the author.

### WASC Issues with the Board of Regents

From a senior professor who intends to retire in disgust if this passes

I think it is reasonable to say that the actions of the BOR over the past several years constitute potentially a serious issue for the accreditation of the Manoa campus. It is in the nature of things that no one can say with certainty that **action x** will produce **effect y** in accreditation, since we are dealing with judgments made by a visiting team and then by the commission. However, one can map those actions against the stated criteria, and such a mapping produces reasons for alarm.

WASC currently has four Standards for Accreditation, with over 40 Criteria for Review (CFRs) grouped under those standards. An institution can be out of compliance with some CFRs and not receive a sanction, but the visiting team must formally find that the institution is in compliance with each of the four standards in order to re-accredit an institution. (I didn't see in the recently posted Manoa report to WASC the usual straightforward summary of the Standards stating the reasons why the institution is in compliance with the Standards and CFRs, an interesting omission on the part of the Manoa administration.) On my reading, it is easy to see serious problems with 4 CFRs (1.5, 3.8, 3.9, and 3.10), and the fact that the potential trouble spots cluster in Standard 3 indicates that whether Manoa as currently administered meets Standard 3 would be the key question.

CFR 1.5 is called Integrity and Transparency, and the Guideline under the CFR reads as follows: "The institution does not experience interference in substantive decision on educational functions by governmental, religious, corporate or other external bodies that have a relationship to the institution." The actions of the legislature in recent years raises questions about this CFR, and this is relevant here because it certainly seems as if the impetus for the proposed changes in tenure was the memorial passed last year by the legislature. In this case, the Board has essentially acted as an agent of the outside force behaving inappropriately rather than defended the integrity of the institution.

3.8 is quite simple: The university has a full-time CEO and CFO whose full-time or primary commitment is to the institution.

This has not been the case since Fall 2016, as first UH President Lassner served as Interim Chancellor and then he abolished the position. The creation of the Provost's position, as positive as that step was, doesn't change the fact that the CEO of UH Manoa is the President. As he has two jobs, being the CEO of Manoa is not his full-time job, and there is no question which of the two positions is primary. So this is a clear violation of a CFR, in a decision made by the BOR (and opposed by the faculty at Manoa).

Whether the CFO requirement is met is less clear: there is someone on the Manoa org chart in charge of finances, but that position has been downgraded and it is clear enough that the system Vice-President is the de facto CFO of Manoa, whatever the org chart says.

3.9 is a little more complex: The institution has an independent governing board that exercises appropriate oversight.

The discussion of 1.5 already raised on key issue, which is whether the board is acting as a truly independent board. The second question is whether the oversight the board is exercising is appropriate or not.

3.10 can be considered the flip-side of 3.9: Does the faculty exercise effective academic leadership?

There can be no question that Manoa has a properly formed faculty governance system that could provide appropriate academic leadership. It is also fair to say that the exercise of that leadership has been challenged in recent years since President Lassner assumed his present role by a pattern in which any proposal by the

administration that the faculty senate opposes is approved. If the tipping point has not yet been reached, approval of the current proposal would constitute that tipping point. The awarding of tenure, which has historically been primarily an exercise of the judgment of the faculty on the professional achievements of the faculty member up for promotion, would instead require a certification of the continuing programmatic need for the position. So the academic quality of the faculty member may not matter if in the judgment of the administration (which so far has seemed eager to implement the dictates of the regents [which now seems similarly eager to implement the dictates of one legislator]) there was no programmatic need for the position.

3.8-10 together make a substantial block in Standard 3, and I think it is arguable that Manoa currently is not in compliance with any of the three. We clearly do not have a full-time CEO, it is arguable that the real CFO is not fulltime and does not owe his primary commitment to Manoa, the board is clearly exercising inappropriate oversight, and it is clear enough that neither the board nor the administration is interesting in allowing the faculty to exercise effective leadership over areas which are properly the faculty's responsibility.

The question is whether these issues are enough to warrant a judgment that Standard 3 has not been met. Standard 3 is titled "Developing and Applying Resources and Organizational Structures to Ensure Quality and Sustainability." A full analysis of this would have to note that a long-standing pattern in which Manoa revenues subsidized the UH System and other campuses (through, for example, providing free space for system, covering the utility costs of the system from Manoa tuition, offering free courses for system and other campus employees) has been intensified, with the transfer of unit after unit from Manoa to system in the name of 'efficiencies,' efficiencies which have not been apparent to the Manoa campus. Does the pattern of resource application ensure quality and sustainability? I think not. Are organizational structures being developed that ensure quality and sustainability? The direction of organizational change is to move function after function to the system, which swallows up a much larger share of UH revenues than other systems do, and the recent tenure proposals (as well as the fate of the Manoa budget in the legislature) show how these changes are clearly not ensuring quality.

So while it is clear that many other CFRs under Standard 3 are being met, my judgment would be that Manoa is not in compliance with Standard 3 at this time. Reasonable people can disagree about this, but it should be obvious that the proposed changes to the tenure system increase the possibility that the WASC team will come to the same judgment. A question worth asking is whether the Manoa administration has briefed the team which is coming in November on the proposed changes. If it has not, then there is a further issue, which is the transparency of the institution's dealings with WASC. In addition to the 4 standards, there are also 3 Core Commitments that WASC expects institutions to embody. The third is to institutional integrity, sustainability, and accountability. It is hard to see the actions of the BOR, at least, as embodying these commitments to the institution, and I believe that if they proceed with the destructive actions towards tenure at the October meeting, it is incumbent on the faculty to raise these issues with the WASC team in November. If Manoa is found not to be in compliance with any of the four standards, the potential consequences are dire enough to give even these regents reason to pause and reconsider their reckless actions. Their duty as fiduciaries should forbid them from taking any action as potentially harmful as risking the accreditation of UH Manoa (and Hilo, whose visit is scheduled for 2022).

--

## **E noho a a'ō pū kāua!**

David Duffy Ph.D.  
Gerritt Parmele Wilder Chair  
Professor  
戴大偉 (Dài Dàwěi)  
School of Life Sciences  
University of Hawaii/Ke Kulanui o Hawai'i  
[3190 Maile Way](#)  
[Honolulu Hawaii 96822 USA](#)  
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## Public Testimony Form - University of Hawaii Board of Regents

*Please provide your testimony on this form for the next University of Hawaii Board of Regents meeting. Make sure you include all the requested information so that the Board of Regents is able to clearly understand the testimony provided.*

Your Name (required) \*

Nālani Minton

Your Organization (optional)

'IKE AO PONO, NAWSON

Your e-mail address (in case we need to reach you) \*

bminton@hawaii.edu

Board of Regents Agenda Item (required) \*

BOR VII.B. Final Report and Dissolution of the Tenure Permitted Interaction Group

Your Position (required) \*

Oppose

Your Testimony/Comments

I have also submitted written testimony in addition to this registration to give oral testimony on Thursday, October 21st, 2021 at the BOR meeting.

Your Testimony (pdf or word)

[Response to BOR RE Tenure\\_NM Edits\\_10082021.docx](#) (1.6 MB)

## **Testimony in Support of Tenure for Native Hawaiians and other underrepresented faculty including Specialists at the University of Hawai‘i by Nālani Minton, Director ‘IKE AO PONO**

### **UH BOR/PIG Attack on Tenure threatens over 100-years of progress for Native Hawaiians and other underrepresented faculty and Social Justice programs across the UH System**

Native Hawaiians as are all Indigenous Peoples have protected rights of self-determination under International Law which include “taking into account their special vulnerability and the importance of education for their empowerment.” - UN Declaration on the Right of Indigenous Peoples, 2007

### **US Public Law 103-150 (The first US Apology to the Nation State/Kingdom and Indigenous Hawaiian People in a Joint Resolution of the US Congress, 1993)**

“Whereas the Indigenous Hawaiian People never directly relinquished...their inherent sovereignty as a people or over their national lands and are determined to preserve, develop, and transmit to future generations their ancestral territory, and their cultural identity in accordance with their own spiritual and traditional beliefs, practices, language and social institutions”.

Native Hawaiians/Kanaka Maoli are recovering from the intergenerational trauma of a population collapse of 99% of their people due to the genocide/ecocide of introduced diseases, pandemics, colonialism, racism, marginalization, theft of their lands, government, nation, life sources and identity. Native Hawaiian rights of self-determination include subsistence and sustainability and access to all that sustains life.

### **UH Mission Statement:**

The primary mission of the university is to provide environments in which faculty, staff and students can discover, examine critically, preserve and transmit the knowledge, wisdom, and values that will help ensure the survival of present and future generations with improvement in the quality of life.

### **Tenure is imperative to Social Justice**

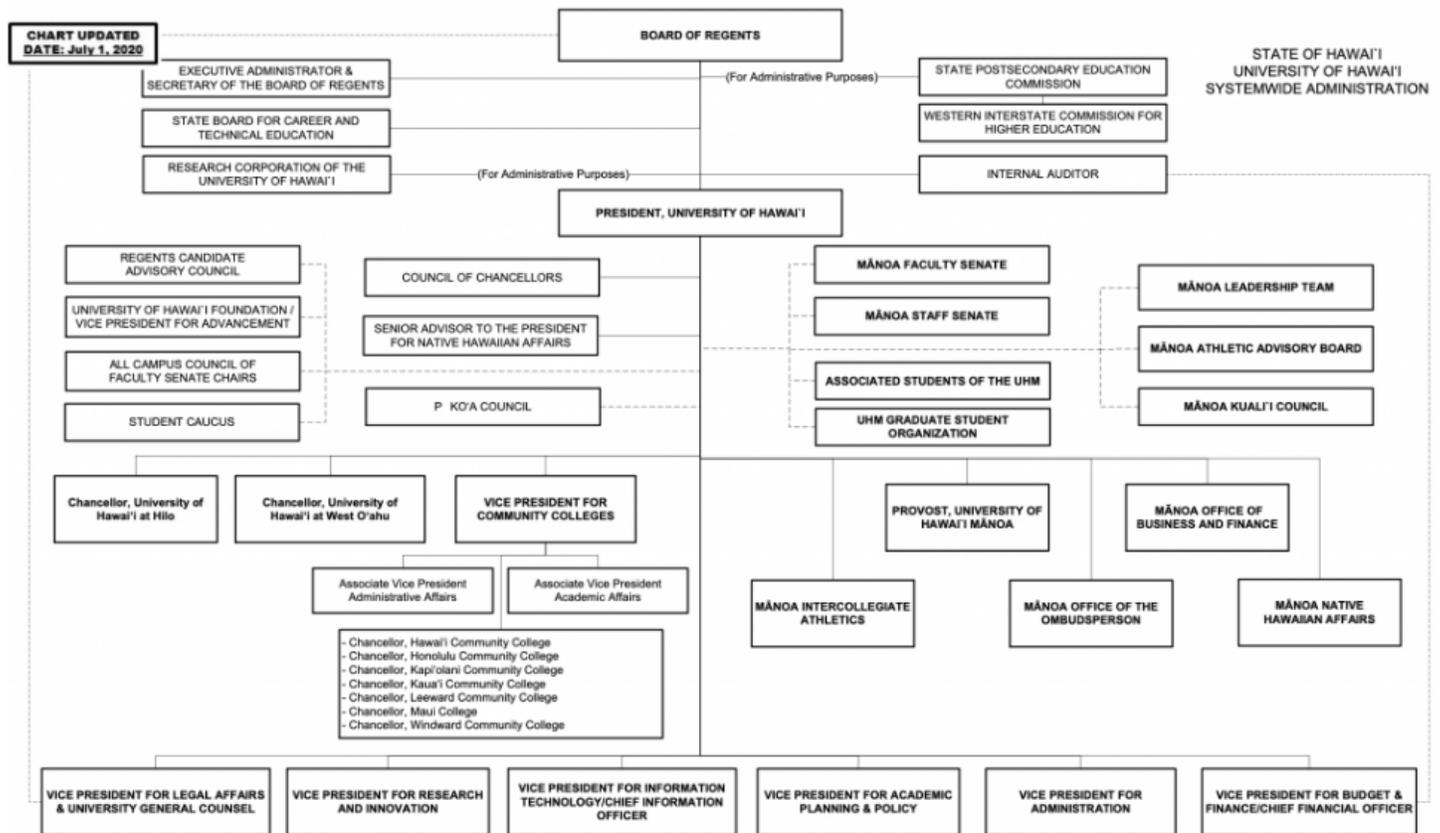
**Tenure** is imperative for the continuation, survival and sustainability of social justice initiatives and programs that empower diversity, equity, and inclusivity in the pursuit of ending systemic and structural racism as a public health pandemic that perpetuates genocide and ecocide globally.

As an Indigenous Serving University (ISU), the UH is committed to supporting the representation of Native Hawaiians and other disadvantaged and underrepresented peoples. This commitment is expressed in the UH implementation of innovative and multicultural curricula and programs that respond to the needs of all students. As an ISU, the UH has established an Office of Native Hawaiian Affairs and administrator, who also directs the advancement of the Native Hawaiian Place of Learning initiative and the Truth, Racial Healing, Transformation (TRHT) program. These initiatives are supported by the Native Hawaiian Councils and the UHM Strategic Plan to enhance the integration of cultural knowledge to prepare for the challenges of climate change, relevant sustainability practices, a vibrant economy, healthy and thriving communities, and the end of racism through Diversity, Equity, Inclusivity and Peace. Though these commitments have been made in correlation with the WASC accreditation process, they must be remembered and practiced collectively as part of a collaborative, transformational process that everyone contributes to consistently throughout the university system. Some of these statements of commitment are as follows:

### **What We Do: Office of the UH President**

“The Office of the President works to ensure access to education and success for students on every island; engages with the community to leverage UH research scholarship and intellectual capacity; ...and guides the UH System to be a model Indigenous-serving institution” - David Lassner, UH President

**Kūali‘i Council** is a sub-council of **Pūko‘a Council** which serves as an advisory body to the UH President and Provost and is recognized by the Board of Regents (BOR). The Kūali‘i Council is self-determining in all matters (of education) relating to Native Hawaiian teaching, research, publication and service.



## Our Mission

- to honor, empower, and advance Native Hawaiian people, culture, and language through excellence in higher education.
- to increase the number of Native Hawaiians at UH Mānoa
- to increase higher education opportunities for Native Hawaiians in all disciplines.
- to advance the status and condition of the Native Hawaiian people through the successful achievement in higher education by Native Hawaiian students and the promotion of Native Hawaiian administrators, faculty, and staff. Towards that end, Kūali‘i Council has secured Native Hawaiian scholarship funding, as well as 70 permanent FTE for Native Hawaiian faculty, staff, and administration

## Pūko‘a Council will:

1. Provide advice and information to the President of the University on issues that have particular relevance for Native Hawaiians and for Native Hawaiian culture, language, and history.
2. Work with the system and campus administration to position the University as one of the world’s foremost indigenous-serving universities.

3. Promote the access and success of Native Hawaiian students in undergraduate, graduate and professional programs, and the increase in representation of Native Hawaiians in all facets of the University.
4. Encourage and facilitate Native Hawaiian excellence in teaching, research, scholarship, publication, and service in all academic disciplines.
5. Advocate for fairness and equity in all decisions and resource allocations related to Native Hawaiian programs and services.

## **BOARD OF REGENTS POLICY**

### Articulation of the University's Commitment to Native Hawaiians

As the only provider of public higher education in Hawai'i, the University embraces its unique responsibilities to the indigenous people of Hawai'i and to Hawai'i's indigenous language and culture. To fulfill this responsibility, the University ensures active support for the participation of Native Hawaiians at the University and supports vigorous programs of study and support for the Hawaiian language, history and culture.

The University of Hawai'i is committed to diversity within and among all racial and ethnic groups served by public higher education in Hawai'i. The President, working with the Chancellors, ensures the unique commitment to Native Hawaiians is fulfilled by:

1. (i)providing positive system-wide executive support in the development, implementation, and improvement of programs and services for Native Hawaiians;
2. (ii)encouraging the increased representation of Native Hawaiians at the University of Hawai'i;
3. (iii)supporting full participation of Native Hawaiians in all initiatives and programs of the University;
4. (iv)actively soliciting consultation from the Native Hawaiian community and specifically Pūko'a, the system-wide council of Native Hawaiian faculty, staff and students that serves as advisory to the President;
5. (v)providing for and promoting the use of the Hawaiian language within the University of Hawai'i system;
6. (vi)providing a level of support for the study of Hawaiian language, culture and history within the University of Hawai'i system that honors, perpetuates and strengthens those disciplines into the future;
7. (vii)encouraging Native Hawaiians to practice their language, culture and other aspects of their traditional customary rights throughout all University of Hawai'i campuses and providing Hawaiian environments and facilities for such activities; and
8. (viii)addressing the education needs of Native Hawaiians, the State of Hawai'i, and the world at large, in the areas of Hawaiian language, culture and history through outreach.

## **Land Acknowledgement Statement**

“...it is with profound reflection that I offer up this Land Acknowledgement, acknowledging Hawai'i as an indigenous space whose original people are today identified as Native Hawaiians. The 'āina on which we gather is located in the ahupua'a of Waikīkī, in the moku of Kona, on the mokupuni of O'ahu, in the pae'āina of Hawai'i. I recognize that her majesty Queen Lili'uokalani yielded the Hawaiian Kingdom and these territories under duress and protest to the United States to avoid the bloodshed of her people. I further recognize that generations of indigenous Hawaiians and their knowledge systems shaped Hawai'i in a sustainable way that allows me to enjoy her gifts today. For this I am truly grateful.”

- Michael Bruno, UH Mānoa Provost, 2019 SACNAS Opening of National STEM Conference

**UH Seal (In front of Webster Hall): E mau ke ‘ea o ka ‘āina i ka pono**

*The protection of the land continues in the right relationships, intentions, actions, and impacts of the people to honor the land that sustains and nourishes us, nature, and all forms of life.*

**UH Motto: Mālamalama**

*When everyone mālama’s the light and knowledge of aloha, this creates an enlightened society.*

**Mānoa 2025: Our Kuleana to Hawai‘i and the World - UH Manoa Strategic Plan 2015 – 2025**

We cultivate creative and innovative leaders who mālama our people, our places, and our ways of knowing in order to sustain and transform our islands and the world.

**Our Mission: E ho‘omālamalama i kō mālama**

*Cultivating the potential within each member of our community*

Located in the most diverse community and environment in the world, the University of Hawai‘i at Mānoa is a globally recognized center of learning and research with a kuleana to serve the people and places of Hawai‘i, and our neighbors in the Pacific and Asia. We cultivate creative and innovative leaders who mālama our people, our places, and our ways of knowing in order to sustain and transform our islands and the world.

**Our Vision: He Lamakū O Ke Aloha ‘Āina**

*A leading light of aloha ‘āina for Hawai‘i and the world*

We will be locally and globally recognized as a premier student-centered, Carnegie Research 1, community-serving university grounded in a Native Hawaiian place of learning that summons our rich knowledge systems to help mālama Hawai‘i and the world for future generations.

**The Nancy Atmospera-Walch School of Nursing (NAWSON) Mission Statement**

The NAWSON mission is to provide an innovative, caring, and multicultural environment in which faculty, students and staff work together to generate and transmit knowledge, wisdom, and values to promote quality of life and health for present and future generations. To better reflect Hawaii’s unique cultural diversity and heritage, NAWSON is committed to increasing the representation of Native Hawaiian and other underserved people in all nursing and dental hygiene programs.

‘IKE AO PONO is a leading model of a social justice program that primarily exists because of the **tenure** of the first Native Hawaiian faculty at NAWSON in over 100-years. Without **tenure**, social justice programs would not be able to exist, expand, and evolve. During Covid pandemic, many positions were frozen and eliminated. Some of these **tenure** positions will hopefully be unfrozen and returned to provide tenured positions for the next generation of program leaders. Also, some of the frozen positions were in the middle of hiring processes which should be respected as already approved hires to meet the needs of the program. Without **tenure** positions, transformational successes and achievements are not able to continue to improve higher education at the University of Hawai‘i for the enrichment of all.

For many of the Native Hawaiian positions/programs, and other Social Justice initiatives, **tenured** positions provide stability/consistency as the programs expand and evolve. They also protect the years of development of processes, priorities, and policies that are essential to providing effective education and learning experiences for the students and the school. Without **tenure** positions, transformational successes and achievements are limited by the lack of essential people, such as **Specialists**, that are needed to sustain quality education at the University of Hawai‘i for the enrichment of all.



UNIVERSITY  
of HAWAII  
MĀNOA

NANCY ATMOSPERA-WALCH  
SCHOOL OF NURSING

# 'IKE AO PONO

*A vision of lasting health and wellness for the whole community  
by advancing native nursing*

Nāiani Minton, Program Director & Assistant Specialist,  
Donna-Marie Palakiko, Assistant Professor and Ashley James, Graduate Assistant



## INTRODUCTION

'IKE AO PONO envisions lasting improvement, advancement, and promotion of health for Native Hawaiian, Pacific Islander and Native American communities, and for all peoples of Hawai'i and the Pacific, with special attention to at-risk, underrepresented and under-served peoples and communities.

## OBJECTIVES

By increasing the number of Native Hawaiian, Pacific Islander, and Native American nurses in Hawai'i, we will also increase the number of culturally informed and sensitive health professionals committed to improving health and healthcare.

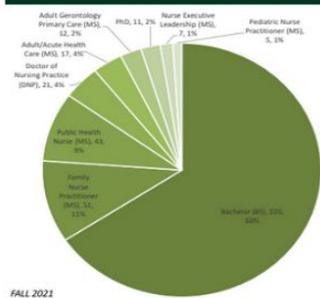
'IKE AO PONO focuses on:

- Recruitment, retention, and graduation
- Academic support services and advocacy for 'IKE AO PONO undergraduate and graduate students at the UH Mānoa Nancy Atmospera-Walch School of Nursing (NAWSON), formerly the School of Nursing & Dental Hygiene (SONDH)
- Scholarship support

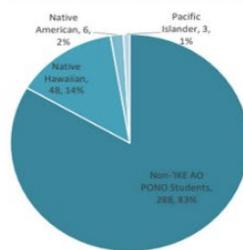
## PARTICIPANTS

'IKE AO PONO is a support program for Native Hawaiian, Pacific Islander, and Native American nursing students pursuing Bachelor, Master's, and Doctoral degrees at the University of Hawai'i at Mānoa NAWSON. Since its inception in 2001, as a HRSA pilot project with six students, 'IKE AO PONO became a permanent program in 2004, and has graduated 487 native nurses as of May 2021.

## GRADUATED BY DEGREE & FOCUS



## CURRENT 'IKE AO PONO ENROLLMENT



'IKE AO PONO has successfully contributed to workforce diversity by increasing the number of native nursing students from 1% to 17% at the NAWSON. Yet, native peoples make up 26% of Hawai'i's population.

54% of 'IKE AO PONO students are undergraduate and 46% are graduate students. This data is based on students self-identifying their ethnicity and cultural identity.

## PARTNERSHIPS

- The Queen's Health Systems
- Kua'ana
- College of Health Sciences & Social Welfare
- Kamehameha Schools
- Kūali'i & Puko'a Councils
- Department of Native Hawaiian Health (JABSOM)

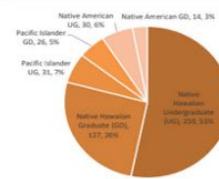
## AWARDS

The collective support from partnerships has contributed to the success of 'IKE AO PONO, which received the American Association Colleges of Nursing (AACN) national award for nursing education innovation and has been cited with the most native nurses graduating within the United States. U.S. Senator Inouye recognized these unique achievements in the U.S. Congressional Record in 2010.

## ACHIEVEMENTS

- Graduates are working throughout Hawai'i in urban, rural, community, public health, and Native Hawaiian clinical, cultural and community health settings
- 320 BS, 135 MS, 21 DNP, and 11 PhD degrees awarded
- Graduates serve in nursing leadership and administrative positions
- Relevant nursing research including CBPR initiatives
- 17 graduates of MS in Public Health Nursing through E Ala Pono program
- 29 Robert Wood Johnson Leadership in Nursing scholarship recipients (GEPN)
- 6 NHPI faculty within the NAWSON
- The program director is the first Native Hawaiian faculty tenured at the NAWSON

## GRADUATED BY ETHNICITY \*



In support of the WASC Indigenous Serving at UHM, 'IKE AO PONO includes Native Hawaiian students as well as other Pacific Islanders from Samoa, Tonga, Tahiti, Fiji, Micronesia, Guam; Native Americans and other under-represented students.

## FUTURE COLLABORATIONS

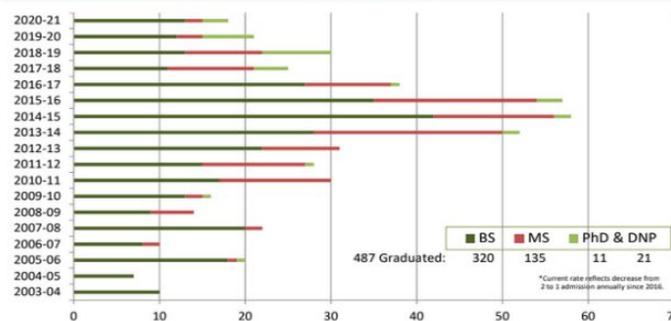
Collaborations with the Department of Native Hawaiian Health and UH Schools of Medicine, Public Health, Social Work, Law and Hawai'i/mauikea, will work together to address health disparities and inequities. To provide leadership in advancing social justice in health through higher education we can begin by tracking/mapping graduates, sharing data and research, and creating initiatives: cultural health, community health, Pacific Regional health, indigenous health, critical care, family health, public health, global health, rural health, telehealth and improving Native Hawaiian health & healthcare.

## ACKNOWLEDGEMENTS

Mahalo to these individuals and organizations for their support of 'IKE AO PONO and Native Hawaiian programs:

- NAWSON: Dean Mary Boland, Dr. Clementina Ceria-Ulep, Dr. Kristine Qureshi, Ret (COL) Stephanie Marshall, Dr. Katherine Finn Davis, Jane Taafaki, Dr. Lois Magnussen, Dr. Debra Mark, Dr. Bee Molina Kooker, Department Chairs, faculty & staff
- UH System: Presidents Lassner, Greenwood, and McClain
- Kūali'i & Puko'a Councils (UH)
- UHM: Provost Bruno & Chancellors Bley-Vroman, Apple, Hinshaw, Konan, and Englert
- UHM Native Hawaiian Place of Learning: Dr. Punihei Lipi
- UHM Native Hawaiian Student Services: Dr. Willy Kauai & Nāiani Balutski
- UHM Kua'ana Program: Ku'umealoa Gomes
- UHM Native Hawaiian Leadership Program: Manu Kaiama
- The Queen's Health Systems: Dr. Jill Hoggard Green, Art Ushijima, Cindy Kamikawa, Barbara Mathews, Sharlene Tsuda, Dr. Diane Paloma, QHS Board: Connie Black, Dr. Noreen Mokuau, Dr. Keawe Kaholokula & Dr. Maenette Berham
- Ke Ola Mau: David Sing, Kinohi Gomes, Kehau Bishaw
- Kamehameha Schools: Dr. DeeJay Mailer & Joy Kono
- UH Foundation: Malia Peters & Tanya Olegrario
  - The Hans and Clara Zimmerman Foundation
  - The Dr. Naleen Andrade Endowed Scholarship
  - The Louise 'Iwalani Minton Memorial Fund

## 487 GRADUATED 2003-2021\*



With the leadership of the first Native Hawaiian faculty/program director ever **tenured** at NAWSON, the 'IKE AO PONO Program has supported the graduation of 320 BSN, 135 MSN, and 32 doctorly prepared Native Nurses for the first time in history. These numbers will surpass 500 as of December 2021.

The current visionary missions, commitments, and strategic plans for Manoa and the UH System (listed at the beginning of this testimony) address the compelling needs for transformational, innovative education. Effective paradigm shifts support adaptability to respond to urgent climate change challenges, including sustainability, resiliency, regenerative economies, social welfare, health crises, and demographics. The NAWSON is also committed to social justice initiatives that address the CDC mandates to end structural and systemic racism as a global public health crisis. The AACN Nursing Guidelines also include a 10-point process for ending racism in health and nursing education through commitments to DEI practices (Diversity, Equity, and Inclusivity), including holistic admissions to increase opportunities in higher education for underrepresented peoples, which NAWSON policies adhere to.

# NIMHD Minority Health and Health Disparities Research Framework

Adapted to reflect social and cultural influences of Native Hawaiian health

Keawe'aimoku Kaholokula, PhD, University of Hawaii at Manoa

**Mohala i ka wai, ka maka o ka pua**  
Flowers thrive where there is water, as thriving people are found where living conditions are good (an ancient Hawaiian Proverb)

## Nā Pou Kihī

**Historical Determinants**

- Depopulation due to infectious diseases
- Christianization and dismantling of native practices and institutions
- Land privatization
- Illegal overthrow of Sovereign and U.S. occupation
- Militarization of Hawai'i

### Ka Wai Ola

**Sociopolitical Determinants**

- Self-determination
- International indigenous rights
- Native rights and institutions
- Ali'i (Royal) legacy organizations
- Public policies (education, housing and health care)
- Social policies
- Macroeconomic policies

### Ka Mālama Nohona

**Socio Environmental and Economic Determinants**

- Food Quality & Security
- Housing
- Neighborhood Safety
- Access to Parks, Playgrounds; Walkable communities
- Family and community support/ resources
- Education  
↓  
Occupation  
↓  
Income

### Ke Ao 'Ōiwi

**Cultural Determinants**

- Racism
- Cultural safety
- Access to cultural institutions and practices
- Relations with other socio-cultural groups
- Cultural identity & Affiliations
- Cultural & Language Revitalization

### Ka Hana Pono

**Biological, Behavioral, & Psychological Determinants**

- Material circumstances (living and working conditions, food availability)
- Behaviors (eating, exercise habits, substance use)
- Biological factors (genes, immunity, cardiovascular fitness)
- Psychological factors (depression, trauma)
- Spirituality (faith, hope, sense of connection and continuity)
- Access to Services

## Mauli Ola

(Optimal Health and Wellbeing)

| Nā Pou Kihī (the corner posts)                   | Principles/Strategies                                                                                                                                                                                             | Examples of Goals                                                                                                                                                                                                                                                                                                                                     |
|--------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Ke Ao 'Ōiwi (Native Place and Space)</b>      | Achieving optimal health for Kānaka 'Ōiwi (Native Hawaiians) requires the preservation and access to cultural spaces and places to support their preferred modes of living and aspirations.                       | <ul style="list-style-type: none"> <li>Positive cultural identity development</li> <li>Hawaiian/English linguistic landscape</li> <li>Positive 'Ōiwi (Native)-focused media</li> <li>Strong 'Ōiwi political representation and influence</li> </ul>                                                                                                   |
| <b>Ka Mālama Nohona (Nurturing environments)</b> | Achieving optimal health for Kānaka 'Ōiwi requires the environments in which they live, work, learn, play, and age to be culturally safe and well-resourced to set a strong foundation for healthy living.        | <ul style="list-style-type: none"> <li>Cultural-based public education</li> <li>Economic self-sufficiency</li> <li>Food sovereignty and security</li> <li>Strong civic participation</li> <li>Access to walking/biking/hiking trails</li> <li>Leveraging of Ali'i (Royal) legacy organizations' resources for sustained collective impacts</li> </ul> |
| <b>Ka Hana Pono (Healthy lifestyle)</b>          | Achieving optimal health for Kānaka 'Ōiwi requires healthy patterns of living that are supported by the development of a strong cultural, spiritual, (Ke Ao 'Ōiwi), and physical environments (Ka Mālama Nohona). | <ul style="list-style-type: none"> <li>Community-based health promotion programs</li> <li>Access to technology to enhance lifestyle goals</li> <li>Affordable/accessible Hawaiian foods</li> <li>Tax benefits to promote healthy living</li> <li>Leveraging of traditional practices for health promotion.</li> </ul>                                 |
| <b>Ka Wai Ola (Benefits of society)</b>          | Achieving optimal health for Kānaka 'Ōiwi requires a focus on social justice (equitable share to the benefits of society) and the ability to exercise their Indigenous prerogatives.                              | <ul style="list-style-type: none"> <li>'Ōiwi values/practices applied to policy making and enforcement</li> <li>Livable wages</li> <li>Kānaka 'Ōiwi equitably represented in business, education, politics, and media</li> <li>Access to high quality primary and secondary education</li> </ul>                                                      |

Dr. Keawe Kaholokula, Director, Department of Native Hawaiian Health, JABSOM.

The 'IKE AO PONO Program has addressed these issues over the last 20 years with positive outcomes as can be viewed on the poster above. Many of these outcomes are due to the extraordinary commitment of a visionary dean, faculty, and staff at NAWSON and the exemplary work of underrepresented students at both undergraduate and graduate levels to fulfill their professional goals and life-enhancing visions to contribute to underserved peoples and communities. An essential component is the commitment by the University of Hawai'i to support social justice initiatives such as 'IKE AO PONO to increase the numbers of Native Hawaiian, Pacific Islanders, Native Americans, and other underrepresented peoples in higher education.

**The point of our discussion on tenure today emphasizes that the hiring and tenure of one Native Hawaiian/Maoli faculty in over 100-years at UH can help to create life-changing impacts such as the graduation of over 500 Native Nurses for the first time in UH history when given the opportunity, partnerships, resources, and collaborative support. I know this to be true because I am that first and only Native Hawaiian/Maoli to be tenured at NAWSON to date. One Native Hawaiian 'IKE AO PONO supported graduate/faculty member is currently in a tenure leading position. When tenured, she will be the first Native Hawaiian Nurse ever tenured at NAWSON.**

**Tenured** faculty whether I, R, or S are scrutinized, interrogated, and challenged to provide evidence of their work, unique contributions, and achievements in academics in their chosen field, community service, and scholarship. The **tenure** process demands that a person is committed to a lifetime of innovative contributions of value to their students, schools, colleagues, professional fields, communities, and the university itself.

To interpret **tenure** as a simple way to cut the budget by eliminating people, such as **Specialists**, may have dire effects on the interactive, collaborative, and transdisciplinary nature of the UH educational system. **Tenured** faculty/**Specialists** who have proven themselves in areas of excellence and who enrich higher education in ways that support I and R classified faculty. Limiting **Specialists** and eliminating their **tenure** would be a short-sighted way to short circuit the improvement of higher education through the inclusion of people and cultures of diversity, many of whom are in **Specialist tenure** positions. Eliminating people of diversity from opportunities to advance in education and society and to improve their quality of life is a violation of social justice, civil rights, and human rights. This is a form of selective racism.

In addition to 'IKE AO PONO, there are many Native Hawaiian and other cultural programs that integrate the diverse fields and professions to prepare the leaders of Hawai'i's future and the world's. The commitment of **tenure** to faculty of diversity helps to provide the university with many insights, perspectives, and world views, that elevate higher education as well as improve the quality of life for generations of people who may be excluded from these life-changing opportunities without their **tenured** presence, advocacy, and support.

Native Hawaiians are one example of underrepresented peoples who have proven that they will make great contributions and create relevant solutions in all fields through their achievements in all areas of academic disciplines, especially when given the permanency, stability, and support of **tenured** positions.

**Tenured** faculty throughout the university provide consistency to programs that emphasize and advocate for social justice and the changes that will improve society and the economy by establishing relevant programs. Social justice programs like 'IKE AO PONO inform and transform the schools, processes, and policies that promote positive change such as the end of racism, prejudice, bias, and discrimination. These programs for underrepresented students help to fulfill the stated missions and visions of the UH/ISU to become a reality in integrating cultural wisdom in the process of healing the past and unifying the diverse knowledge and peoples who represent the present and future of Hawai'i and the world.

Now is the time to increase the **tenure** of Native Hawaiian, Pacific Islander, Native American and other indigenous peoples since increased funding is being provided by the U.S. federal government to expand health and education opportunities for Indigenous Peoples. 'IKE AO PONO has raised over \$6 million for nursing

programs and scholarships at NAWSON and the Department of Native Hawaiian Health this year received a 5-year grant for \$15 million to improve health and health services throughout the Pacific. These are only two of hundreds of examples of how Native Hawaiian, Pacific Islander, and other Indigenous Peoples contribute to the assets and funding for the University of Hawai'i in their programs on all ten campuses. During Covid and even within the last few months \$6.636 million supports Pacific Climate Change Resilience, \$39.4 million in federal Covid-19 financial assistance, \$3 million in federal aid, \$9.3 million awarded to Native Hawaiian serving programs at UH

and the Native Hawaiian Programs qualify the University for Title III funding and federal and state support for minority, disadvantaged, Native, underrepresented, and vulnerable peoples. The 10 University campuses also are built on Native Hawaiian lands and benefit from revenues and resources as well as occupying the land.

This is all positive evidence that **tenure** is a necessary component of advancing the contributions that underrepresented peoples make, many of whom are in **Specialist** positions.

## Public Testimony Form - University of Hawaii Board of Regents

*Please provide your testimony on this form for the next University of Hawaii Board of Regents meeting. Make sure you include all the requested information so that the Board of Regents is able to clearly understand the testimony provided.*

Your Name (required) \*

Monisha Das Gupta

Your Organization (optional)

UH Manoa

Your e-mail address (in case we need to reach you) \*

dasgupta@hawaii.edu

Board of Regents Agenda Item (required) \*

BOR VII.B. Final Report and Dissolution of the Tenure Permitted Interaction Group

Your Position (required) \*

Oppose

Your Testimony/Comments

Dear Chairman Moore and members of the BOR,  
Please see the attached my written testimony expressing concerns about the report of the Permitted Interaction Group on Tenure and my opposition to its proposals.  
Monisha Das Gupta, Depts of Ethnic Studies and Women's, Gender, and Sexuality Studies

Your Testimony (pdf or word)

[Testimony Opposing PIG Reco on Tenure.pdf](#) (570.4 kB)



UNIVERSITY  
of HAWAII®  
MĀNOA

Department of Ethnic Studies

Date: October 16, 2021

To: Randolph G. Moore, Chair of the UH Board of Regents  
From: Monisha Das Gupta, Professor, Departments of Ethnic Studies and  
Women's Gender and Sexuality Studies

Monisha Das Gupta

Re: Permitted Interaction Group On Tenure–  
Proposed BOR policies: RP9.201, RP9.202, RP9.213

I am writing to express my unequivocal opposition to the proposed changes in tenure, periodic review, and the current classifications of UH faculty. My colleagues have eloquently addressed the function of tenure in protecting our academic freedom in research and teaching. I am writing as a person who identifies as a knowledge worker and a proud union (UHPA) member.

I find the PIG's proposals to be a frontal attack on our labor rights – another effort at downsizing, reducing the number of tenure-track and tenured faculty. They evidence a fundamental disinterest in understanding the complex and multifaceted work we do within the university, and in our academic fields internationally and nationally. Members of this group (PIG) have willfully ignored the process and purpose of tenure. The regents who were part of the group, despite the eleven meetings during which there were plenty of efforts to educate them on what tenure involves and its purpose, chose to reflect the ill-informed and politically motivated Senate Resolution No. 166, S.D. 1 (2021).

The resolution and the PIG proposals are a bald effort to erode the “public” in public education. The proposals play along with the legislature's increasing unwillingness to fund this public university. The bulk of the general funds appropriated from the legislature go to pay our salaries. And, that labor cost, so necessary to educate our students, who come here wittingly or unwittingly to work with top-notch scholars, is what is under attack. The basic assumption behind each proposal is that tenured faculty are lazy because they have job security and, because of that, they need to be monitored, micromanaged, and disciplined by administrators and the Board Regents at the whim of a handful of legislators, who do not have the university's interests or public good in mind.

And so, the PIG rushed in to fix non-existent problems. The “fixes” proposed will diminish our credibility in the world of research and eventually drive the university into the ground. And, then we won't have a university that has any degree of autonomy from political, corporate, and military interests, since our

existence will become contingent on these sources of funding. The few universities where tenure has been abolished have suffered financially. The University of Wisconsin is a case in point. PIG members are happy to drive us in this ruinous direction to seem fiscally responsible. Nothing is more irresponsible!

The PIG could have taken this opportunity to push back against damaging and erroneous Senate resolution. It could have affirmed the integrity of the tenure process and post-tenure review. Instead, it has grossly interfered with our right to be free of outside pressure, including the pressures of enrollments. Furthermore, I see these proposals as turning back the clock on the advancement of TQBIPOC-produced knowledge at this university.<sup>1</sup> Neither the university nor the state see any “strategic” value to such knowledge. I see our institution reiterate this devaluation of now-mature interdisciplines like Ethnic Studies and Women’s, Gender and Sexuality Studies as well as the humanities.

- I oppose the enrollment requirements in criteria for hiring and tenure because tenure is about excellence in research, instruction, and our service not only to the university but also to our profession. High enrollments do not reflect quality instruction. And, no one asks us, as tenured faculty, to review tenure and promotion files of colleagues at other universities because we teach high enrollment classes!
- I oppose the changes proposed for post-tenure 5-year review. It inserts reviewers, who have no business evaluating us, into the process.
- I oppose the collapse of the faculty classifications in the name of simplicity. Our work is not simple.
- I oppose the elimination of tenure of S and E faculty, who are our partners in ensuring the excellence of this land grant university.

I ask each regent to vote “No” on the report’s proposals. Leave, us, faculty, to do our work. You don’t have to tell us what to do. In the last two years, I have testified to the regents multiple times and asked them to try and grasp that the university is not a corporation. Once again, I ask that the regents devote their energies to issues that will allow us and our students to flourish instead of having us constantly battle this stifling environment of austerity.

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<sup>1</sup> Trans, Queer, Black, Indigenous and People of Color.



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## Report from the Tenure Permitted Interaction Group

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**Harry Davis** <harrybdavis4@gmail.com>  
To: bor.testimony@hawaii.edu

Sun, Oct 17, 2021 at 8:44 AM

Please accept my personal testimony (attached)

Aloha, Harry

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 **BOR Testimony.pdf**  
24K

From: Harry Davis, Professor of chemistry at Kapi'olani CC  
TO: BOR  
RE: Report from the Tenure Permitted Interaction Group

Dear Regents,

I would like to add one idea for your consideration. Weakening or eliminating tenure would convert all teachers into lecturers. Lecturers do not participate in running an academic institution, they are hired help. Lecturers do not participate in hiring faculty, assessing faculty, curriculum management, faculty governance, accreditation, or many other tasks that make a college. Lecturers see the institution as a paycheck. Lecturers do the minimum then go home because they have no investment in the organization.

Weakening or eliminating tenure would destroy our institution and would imperil accreditation.

Aloha, Harry

Harry Davis, Professor  
Kapi'olani Community College  
[harryd@hawaii.edu](mailto:harryd@hawaii.edu)



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## Written Testimony

1 message

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**Joy Lane** <joylane@hawaii.edu>  
To: bor.testimony@hawaii.edu

Sun, Oct 17, 2021 at 12:05 PM

To the University of Hawai'i Board of Regents,

My name is Joy Lane and I am submitting this written testimony in opposition to the report of the Tenure Task Group. The report proposes eliminating tenure for faculty who are not providing direct instruction, with the exception of librarian faculty. I am asking the Board of Regents to vote no on accepting the report of the Tenure Task Group.

As a non-instructional faculty member, I am a counselor and I believe that my profession is deserving of tenure. I have been employed in the UH system for approximately 12 years.

Regarding the report from the Tenure Task Group, and the potential subsequent impact, I am most concerned that:

- No faculty were involved in the process and discussions with the Tenure Task Group
- The "C" classification of community college faculty was not mentioned in the report, despite the UHCCs being the majority of the UH system
- Non-instructional faculty are being disregarded as subject matter experts in their professions. These professions require advanced degrees to serve the needs of students with disabilities, student development, student identity, student exploration of careers and majors, first-year students, returning adult students, mental health, instructional design, library science, and more. Advanced degrees in these professions are not typically held by instructional faculty, as they are subject matter experts in their own areas of expertise and rely on non-instructional faculty to meet student needs in these areas.
- The report appears to have gone beyond the scope the regents asked for at the February 2021 meeting, which was specifically to review and investigate the issue of tenure (history, purpose); look outside of UH (evolution of, current views and developments on tenure) and at UH itself (the current process, criteria, and decision making on tenure)
- The report states that the proposed changes might improve the tenure classification system, but it does not explicitly state how these proposed changes would do that, nor was any data provided to support these claims
- Community College faculty will be required to shift their focus to research, which inherently takes away from the essential services that both instructional and non-instructional faculty provide
- Support services to students that are provided by non-instructional faculty will be reduced, which is of particular importance at the community college level, where the student population requires more support
- Community colleges and support staff are critical to State initiatives like [55 by '25](#) that emphasize the importance of post-secondary education that often begins at the two-year institutions. The pandemic has only highlighted the disparities between college-graduate and high school graduates; thus post-secondary education that includes college and career counseling provided by our non-instructional faculty is critical to the economic and social health of our State.
- The periodic review process is proposed to be modified, and will involve administration approval, which deviates from the faculty-driven developmental process that is supported by the Hawaii Labor Relations Board
- Tenured faculty have a contract with the University, and the report does not address the legal matters that would arise, nor a plan for the legal costs associated with the proposed changes

Thank you for your time, and again I am asking that you VOTE NO on the report from the Tenure Task Group.

Sincerely,

Joy Lane

Counselor, Business Programs

Leeward Community College



## testimony

1 message

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**Erik Guentner** <erik@math.hawaii.edu>  
To: bor.testimony@hawaii.edu

Sun, Oct 17, 2021 at 12:10 PM

Dear Chairman Moore and members of the BOR,

The Committee on Administration and Budget of the Manoa Faculty Senate wishes to submit the enclosed testimony expressing our concerns related to the the report and recommendations of the Permitted Action Group on Tenure (item VII.B on the meeting agenda).

My sincere thanks for your time in considering our testimony.

Sincerely,  
Erik

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Erik Guentner, Chair  
Committee on Admin. and Budget  
Manoa Faculty Senate  
University of Hawaii at Manoa

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 **CAB\_testimony-on-PIG.final.letterhead.pdf**  
277K



University of Hawai'i at Mānoa Faculty Senate  
Committee on Administration & Budget (CAB)  
5 October 2021

## Statement on University of Hawai'i Board of Regents PIG Report on Tenure

UH Mānoa is a land-, sea-, space- and sun-grant university with broad responsibilities - including instruction, research, service, and outreach - to meet the State of Hawai'i's challenges and needs. Meeting these diverse needs in a geographically isolated state, with a small population and few other academic institutions, creates both challenges and opportunities, placing unique requirements for our faculty.

The Mānoa Faculty Senate (MFS) Committee on Administration & Budget (CAB) is extremely concerned that the report of the recent Permitted Interaction Group (PIG) on tenure fails to understand the range of skills needed to carry out Mānoa's mission. The CAB believes that both the process used to produce this report, and implementation of its recommendations, have done (and would do) irreparable harm to UHM's ability to educate students, produce cutting-edge research, hire and retain excellent faculty, serve the state, and bring in extramural funding.

CAB's concerns fall into two main categories. First, the structure, implementation, and final report of the PIG are entirely inconsistent with the process, membership, and mandate laid out by the Board of Regents. Second, the final report exhibits a gross lack of appreciation for the diverse duties and responsibilities of faculty in the different classifications (I, R, S, A, L, M). We note that there are many other issues with the PIG report, which are addressed by other committees and constituents; this CAB statement focuses on issues related to our committee mandate.

### PIG Committee Constitution and Charge

The Board, at its February 18, 2021 meeting, established the Tenure Task Group, **“whose purpose and scope is to review and investigate the issue of tenure** in areas including the history and purpose of tenure at IHEs, particularly regarding the University of Hawai'i (UH); the evolution of, and current views and developments on, tenure at institutions outside of UH; and the current process, criteria, and decision making on tenure at UH.” Pursuant to the stated goal of “obtaining a complete understanding of the concept of tenure” the Task Group would, “unlike some of the other permitted interaction groups established by the board, .... also **include representatives of the major stakeholders concerned with tenure including faculty and administrators involved in research and tenure.**” (All quotes from the BOR minutes, 2/18/21 meeting).

While the Task Group was to undertake their study with involvement of stakeholders, including faculty (and particularly research faculty), there was NO faculty membership and only one Dean, from a College with mainly Instructional Faculty. Furthermore, the charge of the Task Group was to investigate the role of tenure at research universities, and at UH in particular, and communicate this understanding to the Regents. The report entirely fails to accomplish this charge. It does not explain the history and rationale for tenure in any meaningful way, instead implying that tenure is something to be restricted, while ignoring the fact that other University employees have similar job security after six months or three years depending upon their category.



Beyond this failure, the Task Group far exceeded its mandate, by issuing specific recommendations for changes in BOR policy and even attaching a timeline for these changes. Incredibly, the PIG is aware of this overreach, stating in their own report that “the Task Group **took it upon itself** as part of its work to propose for the Board’s consideration amendments to existing policies.”

### Faculty Classifications and the mission of UH Manoa

*The lack of appropriate stakeholder representation on the Task Group, as required in its charge, is sufficient reason to call for a complete reevaluation of its findings.* However, the content of the report is so egregiously flawed that we find it necessary to explore some of its findings. These fall roughly into several categories, but we shall focus here on the recommendations regarding the Faculty Classification system.

In short, the report indicates a gross misunderstanding of UHM’s multifaceted mission, which is NOT solely instruction, but includes research and outreach as essential components. Indeed, UHM’s 2025 Strategic Plan mission statement says that UH Mānoa “is a globally recognized center of learning and research with a kuleana to serve the people and places of Hawai‘i, and our neighbors in the Pacific and Asia.” The PIG report’s disproportionate focus on instruction as the primary mission of UHM fails to recognize both the State’s and the University’s strategic needs for faculty who are primarily engaged in research and extension (outreach), and the many faculty with responsibilities in all three components of the University’s Mission. It further leads to a lack of recognition for the different faculty classifications, and the wide and diverse range of duties and responsibilities of individual faculty members in these classifications.

The PIG received from the University data on the numbers of tenured, tenured-track and non-tenured faculty in all campus divisions and departments, without any corresponding information of faculty workload distributions. In addition, it received similar data on Instructional Faculty on all campuses and comparisons with mainland peer and benchmark schools. No data was apparently provided or requested on any other faculty classification (R, S, A, etc), yet the report proposes drastic changes in these classifications.

Reviewing Faculty in R, S and A classifications requires an appreciation of the workload distribution in those categories, which is typically correlated with the relative budget allocations to instruction, research and outreach, depending upon the College or School. Faculty in these, and other non-I classifications, all contribute to teaching on- and off-campus, to university and K-12 students, local industry groups, and the broader public, in both formal and informal settings. Many undergraduate and graduate courses are taught by non-I faculty. *All faculty involved in teaching, including those in non-I classifications, require the protection afforded by tenure.*

Beyond demonstrating a failure to understand the various faculty classifications, the implementation of the recommended changes proposed in this PIG report would decimate research at UH. This research addresses local needs, brings in large amounts of extramural funding, and distinguishes Mānoa as a Research-1 university. Indeed, the UHM strategic plan states clearly that “...our world-class research portfolio and our commitments to excellence in teaching and services to communities are uniquely situated geographically, culturally, and historically as Hawai‘i’s flagship and land-, sea-, space- and sun-grant university.” *All faculty involved in research require tenure protection, so that novel and paradigm-challenging findings are encouraged.*



## Conclusion

Finally, the committee views the recommendations in this report as a direct threat to our WASC accreditation. WASC's criteria (WASC CFR 1.5) specifically require that "The institution does not experience interference in substantive decisions on educational functions by governmental...bodies that have a relationship to the institution." In recent years, we have seen legislation introduced to reorganize UHM (Cancer Center to be placed under the Medical School), to eliminate specific academic positions, and to interfere in personnel issues (a state senator instigating a "review of 121 positions at the University of Hawai'i that had been considered for elimination"). While these actions may have provided some of the impetus for the creation of the PIG and for some of its recommendations, similar actions directly influenced the findings of the PIG. Indeed, the PIG report quite clearly states that "while the Task Group was created independently of the Senate's request, the Task Group addressed issues relevant to S.R. No. 166 SD1". This unilateral expansion of its mandate by the PIG clearly runs afoul of the WASC criterion.

*Approved unanimously by all members in attendance at the 5 October, 2021 meeting of the Committee on Administration and Budget, a standing committee of the Mānoa Faculty Senate. Signed:*

*Erik Guentner, College of Natural Sciences, Chair  
Robert Paull, College of Tropical Agriculture and Human Resources, Vice-Chair  
Andrew Wertheimer, College of Natural Sciences, Secretary  
Healani Chang, School of Ocean and Earth Science and Technology  
Roy Gal, Institute for Astronomy  
Lilikalā Kame'eleihiwa, School of Hawaiian Knowledge  
Ann Sakaguchi, College of Social Sciences  
Carolyn Stephenson, College of Social Sciences  
Alexander Stokes, John A. Burns School of Medicine  
Mark Thorne, College of Tropical Agriculture and Human Resources*



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## No to tenure task group

1 message

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**Chris Gilbert** <ckhg@hawaii.edu>  
To: bor.testimony@hawaii.edu

Sun, Oct 17, 2021 at 12:33 PM

Aloha,

My name is Christian Gilbert and I am an Assistant Professor of Speech and Communication in the Language Arts Division at Leeward Community College. I have been employed in the UH system for approximately nine years.

I am submitting this written testimony in opposition to the report of the Tenure Task Group. The report proposes eliminating tenure for faculty who are not providing direct instruction, with the exception of librarian faculty, and eliminating the current C classification for community college faculty and placing them in a category that requires research and scholarship, which would pull the instructional faculty out of the classroom. Therefore, I am asking the Board of Regents to vote no on accepting the report of the Tenure Task Group.

As an instructional faculty member, I have the following concerns:

- I believe that the roles and responsibilities of non-instructional faculty members are critical to the success of students.
- The roles and responsibilities of non-instructional faculty absorb various aspects of supporting students, ultimately supporting my ability to focus on teaching.
- The work of non-instructional faculty would not go away, and I do not have the additional time nor expertise to absorb all of the duties and responsibilities that non-instructional faculty provide.
- The proposal to eliminate tenure for non-instructional faculty would inherently decrease the number of positions, reducing the quality of support services to students.
- Support services to students provided by non-instructional faculty will be reduced, which is of particular importance at the community college level, where the student population requires more support for academic success.
- Community colleges and support staff are critical to State initiatives like 55 by '25 that emphasize the importance of post-secondary education that often begins at the two-year institutions. The pandemic has only highlighted the disparities between college-graduate and high school graduates; thus post-secondary education that includes college and career counseling provided by our non-instructional faculty is critical to the economic and social health of our State.
- Non-instructional faculty are being disregarded as subject matter experts in their professions. These professions require advanced degrees to serve the needs of students with disabilities, student development, student identity, student exploration of careers and majors, first-year students, returning adult students, mental health, instructional design, library science, and more. Advanced degrees in these professions are not typically held by instructional faculty, as they are subject matter experts in their own areas of expertise and rely on non-instructional faculty to meet student needs in these areas.

Regarding the report from the Tenure Task Group, I am most concerned that:

- No community college or four-year institution faculty were involved in the process and discussions with the Tenure Task Group.
- The report appears to have gone beyond the scope the regents asked for at the February 2021 meeting, which was specifically to review and investigate the issue of tenure (history, purpose); look outside of UH (evolution of, current views and developments on tenure) and at UH itself (the current process, criteria, and decision making on tenure).
- The report states that the proposed changes might improve the tenure classification system. Still, it does not explicitly state how these proposed changes would do that, nor was any data provided to substantiate these claims.
- Community College faculty will be required to shift their focus to research, which inherently takes away from the essential services that instructional and non-instructional faculty provide. This shift would require a substantial additional cost to the college as the instructional faculty would need course release time to handle this new set of requirements.

- The services non-instructional faculty provide have been deemed non-essential and not worthy of being a continuous service at our colleges.
- The report proposes a modification to the periodic review process. This modification will involve administration approval, deviating from the faculty-driven developmental process that the Hawaii Labor Relations Board supports.

Thank you for your time, and again **I am asking that you VOTE NO on the report from the Tenure Task Group.**

Sincerely,  
Christian Gilbert  
Assistant Professor  
Leeward Community College  
---

Christian Gilbert  
Assistant Professor, Speech  
Language Arts Division, LA 207  
Leeward Community College  
[96-045 Ala Ike](tel:96-045-4400)  
[Pearl City, Hawaii 96782](http://www.leewardcc.edu)  
Email: [ckhg@hawaii.edu](mailto:ckhg@hawaii.edu)



Virus-free. [www.avg.com](http://www.avg.com)



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## Fwd: Response to BOR RE Tenure\_NM Edits\_10082021.docx

1 message

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**B Minton** <bminton@hawaii.edu>  
To: bor.testimony@hawaii.edu

Sun, Oct 17, 2021 at 3:48 PM

Aloha Kākou,  
I am submitting written testimony in support of tenure at UH against the PIG report. And will register for the 3min oral testimony to be given on Thurs, Oct 21 during the BOR meeting.

Mahalo for these opportunities to express evidence in support of academic freedom.  
E aloha mau, Nālani

Nālani Minton, Asst Specialist  
Director, `IKE AO PONO and NHHI  
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School of Nursing and Dental Hygiene  
2528 McCarthy Mall  
Webster 222  
Honolulu, HI 96822

Ua ola loko i ke aloha  
Ua ola loko mālamalama  
Ā, Ē, Ī, Ō, Ū  
Love gives life within, radiance of enlightenment  
>

>  
>



**Response to BOR RE Tenure\_NM Edits\_10082021.docx**  
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## **Testimony in Support of Tenure for Native Hawaiians and other underrepresented faculty including Specialists at the University of Hawai‘i by Nālani Minton, Director ‘IKE AO PONO**

### **UH BOR/PIG Attack on Tenure threatens over 100-years of progress for Native Hawaiians and other underrepresented faculty and Social Justice programs across the UH System**

Native Hawaiians as are all Indigenous Peoples have protected rights of self-determination under International Law which include “taking into account their special vulnerability and the importance of education for their empowerment.” - UN Declaration on the Right of Indigenous Peoples, 2007

### **US Public Law 103-150 (The first US Apology to the Nation State/Kingdom and Indigenous Hawaiian People in a Joint Resolution of the US Congress, 1993)**

“Whereas the Indigenous Hawaiian People never directly relinquished...their inherent sovereignty as a people or over their national lands and are determined to preserve, develop and transmit to future generations their ancestral territory, and their cultural identity in accordance with their own spiritual and traditional beliefs, practices, language and social institutions”.

Native Hawaiians/Kanaka Maoli are recovering from the intergenerational trauma of a population collapse of 99% of their people due to the genocide/ecocide of introduced diseases, pandemics, colonialism, racism, marginalization, theft of their lands, government, nation, life sources and identity. Native Hawaiian rights of self-determination include subsistence and sustainability and access to all that sustains life.

### **UH Mission Statement:**

The primary mission of the university is to provide environments in which faculty, staff and students can discover, examine critically, preserve and transmit the knowledge, wisdom, and values that will help ensure the survival of present and future generations with improvement in the quality of life.

### **Tenure is imperative to Social Justice**

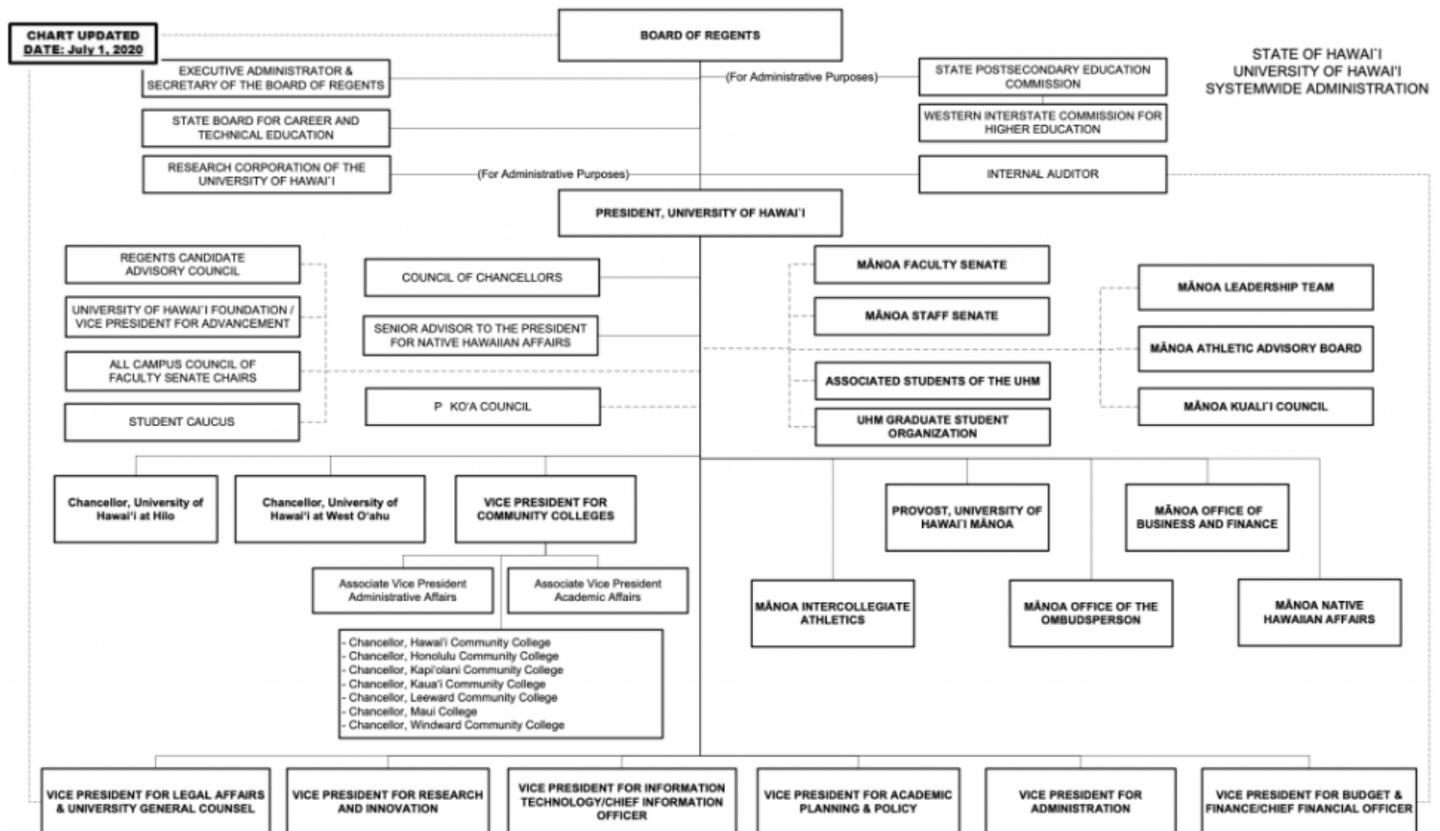
**Tenure** is imperative for the continuation, survival and sustainability of social justice initiatives and programs that empower diversity, equity, and inclusivity in the pursuit of ending systemic and structural racism as a public health pandemic that perpetuates genocide and ecocide globally.

As an Indigenous Serving University (ISU), the UH is committed to supporting the representation of Native Hawaiians and other disadvantaged and underrepresented peoples. This commitment is expressed in the UH implementation of innovative and multicultural curricula and programs that respond to the needs of all students. As an ISU, the UH has established an Office of Native Hawaiian Affairs and administrator, who also directs the advancement of the Native Hawaiian Place of Learning initiative and the Truth, Racial Healing, Transformation (TRHT) program. These initiatives are supported by the Native Hawaiian Councils and the UHM Strategic Plan to enhance the integration of cultural knowledge to prepare for the challenges of climate change, relevant sustainability practices, a vibrant economy, healthy and thriving communities, and the end of racism through Diversity, Equity, Inclusivity and Peace. Though these commitments have been made in correlation with the WASC accreditation process, they must be remembered and practiced collectively as part of a collaborative, transformational process that everyone contributes to consistently throughout the university system. Some of these statements of commitment are as follows:

### **What We Do: Office of the UH President**

“The Office of the President works to ensure access to education and success for students on every island; engages with the community to leverage UH research scholarship and intellectual capacity; ...and guides the UH System to be a model Indigenous-serving institution” - David Lassner, UH President

**Kūali‘i Council** is a sub-council of **Pūko‘a Council** which serves as an advisory body to the UH President and Provost and is recognized by the Board of Regents (BOR). The Kūali‘i Council is self-determining in all matters (of education) relating to Native Hawaiian teaching, research, publication and service.



## Our Mission

- to honor, empower, and advance Native Hawaiian people, culture, and language through excellence in higher education.
- to increase the number of Native Hawaiians at UH Mānoa
- to increase higher education opportunities for Native Hawaiians in all disciplines.
- to advance the status and condition of the Native Hawaiian people through the successful achievement in higher education by Native Hawaiian students and the promotion of Native Hawaiian administrators, faculty, and staff. Towards that end, Kūali‘i Council has secured Native Hawaiian scholarship funding, as well as 70 permanent FTE for Native Hawaiian faculty, staff, and administration

## Pūko‘a Council will:

1. Provide advice and information to the President of the University on issues that have particular relevance for Native Hawaiians and for Native Hawaiian culture, language, and history.
2. Work with the system and campus administration to position the University as one of the world’s foremost indigenous-serving universities.

3. Promote the access and success of Native Hawaiian students in undergraduate, graduate and professional programs, and the increase in representation of Native Hawaiians in all facets of the University.
4. Encourage and facilitate Native Hawaiian excellence in teaching, research, scholarship, publication, and service in all academic disciplines.
5. Advocate for fairness and equity in all decisions and resource allocations related to Native Hawaiian programs and services.

## **BOARD OF REGENTS POLICY**

### Articulation of the University's Commitment to Native Hawaiians

As the only provider of public higher education in Hawai'i, the University embraces its unique responsibilities to the indigenous people of Hawai'i and to Hawai'i's indigenous language and culture. To fulfill this responsibility, the University ensures active support for the participation of Native Hawaiians at the University and supports vigorous programs of study and support for the Hawaiian language, history and culture.

The University of Hawai'i is committed to diversity within and among all racial and ethnic groups served by public higher education in Hawai'i. The President, working with the Chancellors, ensures the unique commitment to Native Hawaiians is fulfilled by:

1. (i)providing positive system-wide executive support in the development, implementation, and improvement of programs and services for Native Hawaiians;
2. (ii)encouraging the increased representation of Native Hawaiians at the University of Hawai'i;
3. (iii)supporting full participation of Native Hawaiians in all initiatives and programs of the University;
4. (iv)actively soliciting consultation from the Native Hawaiian community and specifically Pūko'a, the system-wide council of Native Hawaiian faculty, staff and students that serves as advisory to the President;
5. (v)providing for and promoting the use of the Hawaiian language within the University of Hawai'i system;
6. (vi)providing a level of support for the study of Hawaiian language, culture and history within the University of Hawai'i system that honors, perpetuates and strengthens those disciplines into the future;
7. (vii)encouraging Native Hawaiians to practice their language, culture and other aspects of their traditional customary rights throughout all University of Hawai'i campuses and providing Hawaiian environments and facilities for such activities; and
8. (viii)addressing the education needs of Native Hawaiians, the State of Hawai'i, and the world at large, in the areas of Hawaiian language, culture and history through outreach.

## **Land Acknowledgement Statement**

“...it is with profound reflection that I offer up this Land Acknowledgement, acknowledging Hawai'i as an indigenous space whose original people are today identified as Native Hawaiians. The 'āina on which we gather is located in the ahupua'a of Waikīkī, in the moku of Kona, on the mokupuni of O'ahu, in the pae'āina of Hawai'i. I recognize that her majesty Queen Lili'uokalani yielded the Hawaiian Kingdom and these territories under duress and protest to the United States to avoid the bloodshed of her people. I further recognize that generations of indigenous Hawaiians and their knowledge systems shaped Hawai'i in a sustainable way that allows me to enjoy her gifts today. For this I am truly grateful.”

- Michael Bruno, UH Mānoa Provost, 2019 SACNAS Opening of National STEM Conference

**UH Seal (In front of Webster Hall): E mau ke ‘ea o ka ‘āina i ka pono**

*The protection of the land continues in the right relationships, intentions, actions, and impacts of the people to honor the land that sustains and nourishes us, nature, and all forms of life.*

**UH Motto: Mālamalama**

*When everyone mālama’s the light and knowledge of aloha, this creates an enlightened society.*

**Mānoa 2025: Our Kuleana to Hawai‘i and the World - UH Manoa Strategic Plan 2015 – 2025**

We cultivate creative and innovative leaders who mālama our people, our places, and our ways of knowing in order to sustain and transform our islands and the world.

**Our Mission: E ho‘omālamalama i kō mālama**

*Cultivating the potential within each member of our community*

Located in the most diverse community and environment in the world, the University of Hawai‘i at Mānoa is a globally recognized center of learning and research with a kuleana to serve the people and places of Hawai‘i, and our neighbors in the Pacific and Asia. We cultivate creative and innovative leaders who mālama our people, our places, and our ways of knowing in order to sustain and transform our islands and the world.

**Our Vision: He Lamakū O Ke Aloha ‘Āina**

*A leading light of aloha ‘āina for Hawai‘i and the world*

We will be locally and globally recognized as a premier student-centered, Carnegie Research 1, community-serving university grounded in a Native Hawaiian place of learning that summons our rich knowledge systems to help mālama Hawai‘i and the world for future generations.

**The Nancy Atmospera-Walch School of Nursing (NAWSON) Mission Statement**

The NAWSON mission is to provide an innovative, caring, and multicultural environment in which faculty, students and staff work together to generate and transmit knowledge, wisdom, and values to promote quality of life and health for present and future generations. To better reflect Hawaii’s unique cultural diversity and heritage, NAWSON is committed to increasing the representation of Native Hawaiian and other underserved people in all nursing and dental hygiene programs.

‘IKE AO PONO is a leading model of a social justice program that primarily exists because of the **tenure** of the first Native Hawaiian faculty at NAWSON in over 100-years. Without **tenure**, social justice programs would not be able to exist, expand, and evolve. During Covid pandemic, many positions were frozen and eliminated. Some of these **tenure** positions will hopefully be unfrozen and returned to provide tenured positions for the next generation of program leaders. Also, some of the frozen positions were in the middle of hiring processes which should be respected as already approved hires to meet the needs of the program. Without **tenure** positions, transformational successes and achievements are not able to continue to improve higher education at the University of Hawai‘i for the enrichment of all.

For many of the Native Hawaiian positions/programs, and other Social Justice initiatives, **tenured** positions provide stability/consistency as the programs expand and evolve. They also protect the years of development of processes, priorities, and policies that are essential to providing effective education and learning experiences for the students and the school. Without **tenure** positions, transformational successes and achievements are limited by the lack of essential people, such as **Specialists**, that are needed to sustain quality education at the University of Hawai‘i for the enrichment of all.



UNIVERSITY  
of HAWAII  
MĀNOA

NANCY ATMOSPERA-WALCH  
SCHOOL OF NURSING

# 'IKE AO PONO

*A vision of lasting health and wellness for the whole community  
by advancing native nursing*

Nāiani Minton, Program Director & Assistant Specialist,  
Donna-Marie Palakiko, Assistant Professor and Ashley James, Graduate Assistant



## INTRODUCTION

'IKE AO PONO envisions lasting improvement, advancement, and promotion of health for Native Hawaiian, Pacific Islander and Native American communities, and for all peoples of Hawai'i and the Pacific, with special attention to at-risk, underrepresented and under-served peoples and communities.

## OBJECTIVES

By increasing the number of Native Hawaiian, Pacific Islander, and Native American nurses in Hawai'i, we will also increase the number of culturally informed and sensitive health professionals committed to improving health and healthcare.

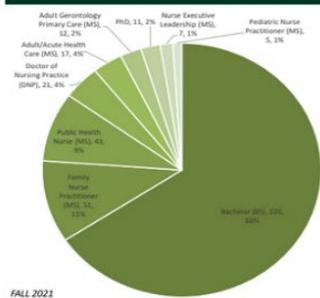
'IKE AO PONO focuses on:

- Recruitment, retention, and graduation
- Academic support services and advocacy for 'IKE AO PONO undergraduate and graduate students at the UH Mānoa Nancy Atmospera-Walch School of Nursing (NAWSON), formerly the School of Nursing & Dental Hygiene (SONDH)
- Scholarship support

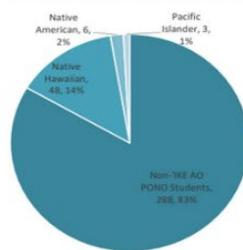
## PARTICIPANTS

'IKE AO PONO is a support program for Native Hawaiian, Pacific Islander, and Native American nursing students pursuing Bachelor, Master's, and Doctoral degrees at the University of Hawai'i at Mānoa NAWSON. Since its inception in 2001, as a HRSA pilot project with six students, 'IKE AO PONO became a permanent program in 2004, and has graduated 487 native nurses as of May 2021.

## GRADUATED BY DEGREE & FOCUS



## CURRENT 'IKE AO PONO ENROLLMENT



'IKE AO PONO has successfully contributed to workforce diversity by increasing the number of native nursing students from 1% to 17% at the NAWSON. Yet, native peoples make up 26% of Hawai'i's population.

54% of 'IKE AO PONO students are undergraduate and 46% are graduate students. This data is based on students self-identifying their ethnicity and cultural identity.

## PARTNERSHIPS

- The Queen's Health Systems
- Kua'ana
- College of Health Sciences & Social Welfare
- Kamehameha Schools
- Kūali'i & Puko'a Councils
- Department of Native Hawaiian Health (JABSOM)

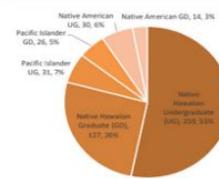
## AWARDS

The collective support from partnerships has contributed to the success of 'IKE AO PONO, which received the American Association Colleges of Nursing (AACN) national award for nursing education innovation and has been cited with the most native nurses graduating within the United States. U.S. Senator Inouye recognized these unique achievements in the U.S. Congressional Record in 2010.

## ACHIEVEMENTS

- Graduates are working throughout Hawai'i in urban, rural, community, public health, and Native Hawaiian clinical, cultural and community health settings
- 320 BS, 135 MS, 21 DNP, and 11 PhD degrees awarded
- Graduates serve in nursing leadership and administrative positions
- Relevant nursing research including CBPR initiatives
- 17 graduates of MS in Public Health Nursing through E Ala Pono program
- 29 Robert Wood Johnson Leadership in Nursing scholarship recipients (GEPN)
- 6 NHPI faculty within the NAWSON
- The program director is the first Native Hawaiian faculty tenured at the NAWSON

## GRADUATED BY ETHNICITY \*



In support of the WASC Indigenous Serving at UHM, 'IKE AO PONO includes Native Hawaiian students as well as other Pacific Islanders from Samoa, Tonga, Tahiti, Fiji, Micronesia, Guam; Native Americans and other under-represented students.

## FUTURE COLLABORATIONS

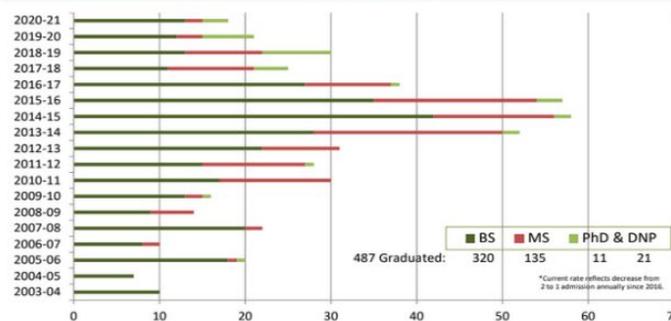
Collaborations with the Department of Native Hawaiian Health and UH Schools of Medicine, Public Health, Social Work, Law and Hawai'i/mauikea, will work together to address health disparities and inequities. To provide leadership in advancing social justice in health through higher education we can begin by tracking/mapping graduates, sharing data and research, and creating initiatives: cultural health, community health, Pacific Regional health, indigenous health, critical care, family health, public health, global health, rural health, telehealth and improving Native Hawaiian health & healthcare.

## ACKNOWLEDGEMENTS

Mahalo to these individuals and organizations for their support of 'IKE AO PONO and Native Hawaiian programs:

- NAWSON: Dean Mary Boland, Dr. Clementina Ceria-Ulep, Dr. Kristine Qureshi, Ret (COL) Stephanie Marshall, Dr. Katherine Finn Davis, Jane Taafaki, Dr. Lois Magnussen, Dr. Debra Mark, Dr. Bee Molina Kooker, Department Chairs, faculty & staff
- UH System: Presidents Lassner, Greenwood, and McClain
- Kūali'i & Puko'a Councils (UH)
- UHM: Provost Bruno & Chancellors Bley-Vroman, Apple, Hinshaw, Konan, and Englert
- UHM Native Hawaiian Place of Learning: Dr. Punihei Lipi
- UHM Native Hawaiian Student Services: Dr. Willy Kauai & Nāiani Balutski
- UHM Kua'ana Program: Ku'umealoha Gomes
- UHM Native Hawaiian Leadership Program: Manu Kaiama
- The Queen's Health Systems: Dr. Jill Hoggard Green, Art Ushijima, Cindy Kamikawa, Barbara Mathews, Sharlene Tsuda, Dr. Diane Paloma, QHS Board: Connie Black, Dr. Noreen Mokuau, Dr. Keawe Kaholokula & Dr. Maenette Berham
- Ke Ola Mau: David Sing, Kinohi Gomes, Kehau Bishaw
- Kamehameha Schools: Dr. DeeJay Mailer & Joy Kono
- UH Foundation: Malia Peters & Tanya Olegrario
  - The Hans and Clara Zimmerman Foundation
  - The Dr. Naleen Andrade Endowed Scholarship
  - The Louise 'Iwaliani Minton Memorial Fund

## 487 GRADUATED 2003-2021\*



With the leadership of the first Native Hawaiian faculty/program director ever **tenured** at NAWSON, the 'IKE AO PONO Program has supported the graduation of 320 BSN, 135 MSN, and 32 doctorly prepared Native Nurses for the first time in history. These numbers will surpass 500 as of December 2021.

The current visionary missions, commitments, and strategic plans for Manoa and the UH System (listed at the beginning of this testimony) address the compelling needs for transformational, innovative education. Effective paradigm shifts support adaptability to respond to urgent climate change challenges, including sustainability, resiliency, regenerative economies, social welfare, health crises, and demographics. The NAWSON is also committed to social justice initiatives that address the CDC mandates to end structural and systemic racism as a global public health crisis. The AACN Nursing Guidelines also include a 10-point process for ending racism in health and nursing education through commitments to DEI practices (Diversity, Equity, and Inclusivity), including holistic admissions to increase opportunities in higher education for underrepresented peoples, which NAWSON policies adhere to.

# NIMHD Minority Health and Health Disparities Research Framework

Adapted to reflect social and cultural influences of Native Hawaiian health

Keawe'aimoku Kaholokula, PhD, University of Hawaii at Manoa

**Mohala i ka wai, ka maka o ka pua**  
Flowers thrive where there is water, as thriving people are found where living conditions are good (an ancient Hawaiian Proverb)

## Nā Pou Kihī

**Historical Determinants**

- Depopulation due to infectious diseases
- Christianization and dismantling of native practices and institutions
- Land privatization
- Illegal overthrow of Sovereign and U.S. occupation
- Militarization of Hawai'i

### Ka Wai Ola

**Sociopolitical Determinants**

- Self-determination
- International indigenous rights
- Native rights and institutions
- Ali'i (Royal) legacy organizations
- Public policies (education, housing and health care)
- Social policies
- Macroeconomic policies

### Ka Mālama Nohona

**Socio Environmental and Economic Determinants**

- Food Quality & Security
- Housing
- Neighborhood Safety
- Access to Parks, Playgrounds; Walkable communities
- Family and community support/ resources
- Education  
↓  
Occupation  
↓  
Income

### Ke Ao 'Ōiwi

**Cultural Determinants**

- Racism
- Cultural safety
- Access to cultural institutions and practices
- Relations with other socio-cultural groups
- Cultural identity & Affiliations
- Cultural & Language Revitalization

### Ka Hana Pono

**Biological, Behavioral, & Psychological Determinants**

- Material circumstances (living and working conditions, food availability)
- Behaviors (eating, exercise habits, substance use)
- Biological factors (genes, immunity, cardiovascular fitness)
- Psychological factors (depression, trauma)
- Spirituality (faith, hope, sense of connection and continuity)
- Access to Services

## Mauli Ola (Optimal Health and Wellbeing)

| Nā Pou Kihī (the corner posts)                   | Principles/Strategies                                                                                                                                                                                             | Examples of Goals                                                                                                                                                                                                                                                                                                                                     |
|--------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Ke Ao 'Ōiwi (Native Place and Space)</b>      | Achieving optimal health for Kānaka 'Ōiwi (Native Hawaiians) requires the preservation and access to cultural spaces and places to support their preferred modes of living and aspirations.                       | <ul style="list-style-type: none"> <li>Positive cultural identity development</li> <li>Hawaiian/English linguistic landscape</li> <li>Positive 'Ōiwi (Native)-focused media</li> <li>Strong 'Ōiwi political representation and influence</li> </ul>                                                                                                   |
| <b>Ka Mālama Nohona (Nurturing environments)</b> | Achieving optimal health for Kānaka 'Ōiwi requires the environments in which they live, work, learn, play, and age to be culturally safe and well-resourced to set a strong foundation for healthy living.        | <ul style="list-style-type: none"> <li>Cultural-based public education</li> <li>Economic self-sufficiency</li> <li>Food sovereignty and security</li> <li>Strong civic participation</li> <li>Access to walking/biking/hiking trails</li> <li>Leveraging of Ali'i (Royal) legacy organizations' resources for sustained collective impacts</li> </ul> |
| <b>Ka Hana Pono (Healthy lifestyle)</b>          | Achieving optimal health for Kānaka 'Ōiwi requires healthy patterns of living that are supported by the development of a strong cultural, spiritual, (Ke Ao 'Ōiwi), and physical environments (Ka Mālama Nohona). | <ul style="list-style-type: none"> <li>Community-based health promotion programs</li> <li>Access to technology to enhance lifestyle goals</li> <li>Affordable/accessible Hawaiian foods</li> <li>Tax benefits to promote healthy living</li> <li>Leveraging of traditional practices for health promotion.</li> </ul>                                 |
| <b>Ka Wai Ola (Benefits of society)</b>          | Achieving optimal health for Kānaka 'Ōiwi requires a focus on social justice (equitable share to the benefits of society) and the ability to exercise their Indigenous prerogatives.                              | <ul style="list-style-type: none"> <li>'Ōiwi values/practices applied to policy making and enforcement</li> <li>Livable wages</li> <li>Kānaka 'Ōiwi equitably represented in business, education, politics, and media</li> <li>Access to high quality primary and secondary education</li> </ul>                                                      |

Dr. Keawe Kaholokula, Director, Department of Native Hawaiian Health, JABSOM.

The 'IKE AO PONO Program has addressed these issues over the last 20 years with positive outcomes as can be viewed on the poster above. Many of these outcomes are due to the extraordinary commitment of a visionary dean, faculty, and staff at NAWSON and the exemplary work of underrepresented students at both undergraduate and graduate levels to fulfill their professional goals and life-enhancing visions to contribute to underserved peoples and communities. An essential component is the commitment by the University of Hawai'i to support social justice initiatives such as 'IKE AO PONO to increase the numbers of Native Hawaiian, Pacific Islanders, Native Americans, and other underrepresented peoples in higher education.

**The point of our discussion on tenure today emphasizes that the hiring and tenure of one Native Hawaiian/Maoli faculty in over 100-years at UH can help to create life-changing impacts such as the graduation of over 500 Native Nurses for the first time in UH history when given the opportunity, partnerships, resources, and collaborative support. I know this to be true because I am that first and only Native Hawaiian/Maoli to be tenured at NAWSON to date. One Native Hawaiian 'IKE AO PONO supported graduate/faculty member is currently in a tenure leading position. When tenured, she will be the first Native Hawaiian Nurse ever tenured at NAWSON.**

**Tenured** faculty whether I, R, or S are scrutinized, interrogated, and challenged to provide evidence of their work, unique contributions, and achievements in academics in their chosen field, community service, and scholarship. The **tenure** process demands that a person is committed to a lifetime of innovative contributions of value to their students, schools, colleagues, professional fields, communities, and the university itself.

To interpret **tenure** as a simple way to cut the budget by eliminating people, such as **Specialists**, may have dire effects on the interactive, collaborative, and transdisciplinary nature of the UH educational system. **Tenured** faculty/**Specialists** who have proven themselves in areas of excellence and who enrich higher education in ways that support I and R classified faculty. Limiting **Specialists** and eliminating their **tenure** would be a short-sighted way to short circuit the improvement of higher education through the inclusion of people and cultures of diversity, many of whom are in **Specialist tenure** positions. Eliminating people of diversity from opportunities to advance in education and society and to improve their quality of life is a violation of social justice, civil rights, and human rights. This is a form of selective racism.

In addition to 'IKE AO PONO, there are many Native Hawaiian and other cultural programs that integrate the diverse fields and professions to prepare the leaders of Hawai'i's future and the world's. The commitment of **tenure** to faculty of diversity helps to provide the university with many insights, perspectives, and world views, that elevate higher education as well as improve the quality of life for generations of people who may be excluded from these life-changing opportunities without their **tenured** presence, advocacy, and support.

Native Hawaiians are one example of underrepresented peoples who have proven that they will make great contributions and create relevant solutions in all fields through their achievements in all areas of academic disciplines, especially when given the permanency, stability, and support of **tenured** positions.

**Tenured** faculty throughout the university provide consistency to programs that emphasize and advocate for social justice and the changes that will improve society and the economy by establishing relevant programs. Social justice programs like 'IKE AO PONO inform and transform the schools, processes, and policies that promote positive change such as the end of racism, prejudice, bias, and discrimination. These programs for underrepresented students help to fulfill the stated missions and visions of the UH/ISU to become a reality in integrating cultural wisdom in the process of healing the past and unifying the diverse knowledge and peoples who represent the present and future of Hawai'i and the world.

Now is the time to increase the **tenure** of Native Hawaiian, Pacific Islander, Native American and other indigenous peoples since increased funding is being provided by the U.S. federal government to expand health and education opportunities for Indigenous Peoples. 'IKE AO PONO has raised over \$6 million for nursing

programs and scholarships at NAWSON and the Department of Native Hawaiian Health this year received a 5-year grant for \$15 million to improve health and health services throughout the Pacific. These are only two of hundreds of examples of how Native Hawaiian, Pacific Islander, and other Indigenous Peoples contribute to the assets and funding for the University of Hawai'i in their programs on all ten campuses. During Covid and even within the last few months \$6.636 million supports Pacific Climate Change Resilience, \$39.4 million in federal Covid-19 financial assistance, \$3 million in federal aid, \$9.3 million awarded to Native Hawaiian serving programs at UH

and the Native Hawaiian Programs qualify the University for Title III funding and federal and state support for minority, disadvantaged, Native, underrepresented, and vulnerable peoples. The 10 University campuses also are built on Native Hawaiian lands and benefit from revenues and resources as well as occupying the land.

This is all positive evidence that **tenure** is a necessary component of advancing the contributions that underrepresented peoples make, many of whom are in **Specialist** positions.

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## Report from the Tenure Task Group

1 message

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**Sunyeen Pai** <sunyeen@hawaii.edu>  
To: bor.testimony@hawaii.edu

Sun, Oct 17, 2021 at 5:41 PM

To the University of Hawai'i Regents,

My name is Sunyeen Pai and I am a senior librarian at Kapi'olani Community College. I manage the testing center and the computing lab and create digital library collections such as our archives of student publications and accreditation and institutional history. I work on developing free textbooks using open educational resources throughout the UH System. My colleagues and I have saved community college students over \$12 million in textbook costs for our students since 2016. This controversial and ground-breaking work would not have been possible without librarians, instructional designers, and instructors having tenure.

I strongly urge you to VOTE NO regarding the report from the Tenure Task Group.

I have worked for the UH system for about 30 years. As a loyal employee of the UH System, I am truly disappointed in the direction taken by the BOR's Permitted Interaction Group proposal on faculty tenure. I am also shocked that the idea of restructuring tenure is being entertained at a time when the entire university system's staff, faculty, and administrators are recovering from having essentially produced a miracle of distance education and care for its almost 50,000 students. The people in the UH system have managed to keep our students relatively safe from COVID, moving our teaching, academic support, counseling, and technology systems online, supporting the community's response to COVID statewide, and working relentless hours of overtime as we cared for and worried about our own families. We have gone through an agonizing year of strategic reorganization planning to cut costs, centralize services, combine programs, and cut redundancies, suffering losses in personnel without positions being refilled. This adds more work to everyone's plate. There is a high level of stress and burnout among our employees. And now there is this report. It only leads me to wonder if the members of the BOR truly appreciate the work and dedication we have invested since we were forced to shut down our campuses.

Any management course will tell you that an organization's human resources are its most valued asset. This study is demoralizing to those who have accomplished so much with so little and it disrupts the entire system as we struggle to get this institution back on its feet. This report brushes aside almost two years of the significant loyalty and sacrifice that the UH System's employees have given on behalf of our students and the state, and this is both mortifying and mystifying. I ask our regents to sincerely reconsider this uninformed and misguided attack on tenure now as well as for the future.

With respect and greatest sincerity,  
Sunyeen Pai

--

Sunyeen "Sunny" Pai, MSSM, MSLISc, PhD  
Digital Initiatives Librarian, OER UHCC and Campus Co-lead  
Kapiolani Community College, 808-734-9755  
Library: <http://library.kapiolani.hawaii.edu> | <https://guides.library.kapiolani.hawaii.edu/covid19>

OER: <http://bit.ly/openkapiolani>

Title IX concern? Please go to <http://bit.ly/kcc-concern>

"A writer's life and work are not a gift to mankind; they are its necessity." Toni Morrison



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## Permitted Interaction Group on Tenure - Testimony

1 message

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**Tara Rojas** <tmuramot@hawaii.edu>  
To: bor.testimony@hawaii.edu

Sun, Oct 17, 2021 at 7:47 PM

My name is Tara Rojas, and I am an Associate Professor in the Language Arts Division at Leeward Community College. I have been employed in the UH system for approximately 22 years.

I am submitting this written testimony in opposition to the report of the Tenure Task Group. The report proposes eliminating tenure for faculty who are not providing direct instruction, with the exception of librarian faculty, and eliminating the current C classification for community college faculty and placing them in a category that requires research and scholarship, which would pull the instructional faculty out of the classroom. Therefore, I am asking the Board of Regents to vote no on accepting the report of the Tenure Task Group.

As an instructional faculty member, I have the following concerns:

- I believe that the roles and responsibilities of non-instructional faculty members are critical to the success of students.
- The roles and responsibilities of non-instructional faculty absorb various aspects of supporting students, ultimately supporting my ability to focus on teaching.
- The work of non-instructional faculty would not go away, and I do not have the additional time nor expertise to absorb all of the duties and responsibilities that non-instructional faculty provide.
- The proposal to eliminate tenure for non-instructional faculty would inherently decrease the number of positions, reducing the quality of support services to students.
- Support services to students provided by non-instructional faculty will be reduced, which is of particular importance at the community college level, where the student population requires more support for academic success.
- Community colleges and support staff are critical to State initiatives like 55 by '25 that emphasize the importance of post-secondary education that often begins at the two-year institutions. The pandemic has only highlighted the disparities between college-graduate and high school graduates; thus post-secondary education that includes college and career counseling provided by our non-instructional faculty is critical to the economic and social health of our State.
- Non-instructional faculty are being disregarded as subject matter experts in their professions. These professions require advanced degrees to serve the needs of students with disabilities, student development, student identity, student exploration of careers and majors, first-year students, returning adult students, mental health, instructional design, library science, and more. Advanced degrees in these professions are not typically held by instructional faculty, as they are subject matter experts in their own areas of expertise and rely on non-instructional faculty to meet student needs in these areas.

Regarding the report from the Tenure Task Group, I am most concerned that:

- No community college or four-year institution faculty were involved in the process and discussions with the Tenure Task Group.
- The report appears to have gone beyond the scope the regents asked for at the February 2021 meeting, which was specifically to review and investigate the issue of tenure (history, purpose); look outside of UH (evolution of, current views and developments on tenure) and at UH itself (the current process, criteria, and decision making on tenure).
- The report states that the proposed changes might improve the tenure classification system. Still, it does not explicitly state how these proposed changes would do that, nor was any data provided to substantiate these claims.
- Community College faculty will be required to shift their focus to research, which inherently takes away from the essential services that instructional and non-instructional faculty provide. This shift would require a substantial additional cost to the college as the instructional faculty would need course release time to handle this new set of requirements.
- The services non-instructional faculty provide have been deemed non-essential and not worthy of being a continuous service at our colleges.
- The report proposes a modification to the periodic review process. This modification will involve administration approval, deviating from the faculty-driven developmental process that the Hawaii Labor Relations Board supports.

Thank you for your time, and again I am asking that you VOTE NO on the report from the Tenure Task Group.

Sincerely,

Tara Rojas

Associate Professor, Hawaiian & Foreign Languages Discipline

Leeward Community College



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## Report from the Tenure Task Group

1 message

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**Michiko Joseph** <michikojoseph@gmail.com>  
To: bor.testimony@hawaii.edu

Sun, Oct 17, 2021 at 8:30 PM

To the University of Hawai'i Board of Regents,

My name is Michiko Joseph and I am submitting this written testimony in opposition to the report of the Tenure Task Group. The report proposes eliminating tenure for faculty who are not providing direct instruction, with the exception of librarian faculty. I am asking the Board of Regents to vote no on accepting the report of the Tenure Task Group.

As a librarian, I am submitting this testimony in solidarity with my fellow non-instructional faculty whose tenure options have been proposed to be eliminated. I have been employed in the UH system for approximately 16 years.

Regarding the report from the Tenure Task Group, and the potential subsequent impact, I am most concerned that:

- No faculty were involved in the process and discussions with the Tenure Task Group
- The "C" classification of community college faculty was not mentioned in the report, despite the UHCCs being the majority of the UH system
- Non-instructional faculty are being disregarded as subject matter experts in their professions. These professions require advanced degrees to serve the needs of students with disabilities, student development, student identity, student exploration of careers and majors, first-year students, returning adult students, mental health, instructional design, library science, and more. Advanced degrees in these professions are not typically held by instructional faculty, as they are subject matter experts in their own areas of expertise and rely on non-instructional faculty to meet student needs in these areas.
- The report appears to have gone beyond the scope the regents asked for at the February 2021 meeting, which was specifically to review and investigate the issue of tenure (history, purpose); look outside of UH (evolution of, current views and developments on tenure) and at UH itself (the current process, criteria, and decision making on tenure)
- The report states that the proposed changes might improve the tenure classification system, but it does not explicitly state how these proposed changes would do that, nor was any data provided to support these claims
- Community College faculty will be required to shift their focus to research, which inherently takes away from the essential services that both instructional and non-instructional faculty provide
- Community colleges and support staff are critical to State initiatives like [55 by '25](#) that emphasize the importance of post-secondary education that often begins at the two-year institutions. The pandemic has only highlighted the disparities between college-graduate and high school graduates; thus post-secondary education that includes college and career counseling provided by our non-instructional faculty is critical to the economic and social health of our State.
- The periodic review process is proposed to be modified, and will involve administration approval, which deviates from the faculty-driven developmental process that is supported by the Hawaii Labor

Relations Board

- Tenured faculty have a contract with the University, and the report does not address the legal matters that would arise, nor a plan for the legal costs associated with the proposed changes

Thank you for your time, and again I am asking that you VOTE NO on the report from the Tenure Task Group.

Sincerely,

Michiko Joseph  
Interim Library Director  
University of Hawai'i West O'ahu



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## Testimony regarding Opposition to the report of the Tenure Task Group

1 message

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**Amy Amper** <amyamper@hawaii.edu>  
To: bor.testimony@hawaii.edu

Sun, Oct 17, 2021 at 10:22 PM

To the University of Hawai'i Board of Regents,

My name is Amy Amper and I am submitting this written testimony in opposition to the report of the Tenure Task Group. The report proposes eliminating tenure for faculty who are not providing direct instruction, with the exception of librarian faculty. I am asking the Board of Regents to vote no on accepting the report of the Tenure Task Group.

As a non-instructional faculty member, I am a counselor and I believe that my profession is deserving of tenure. I have been employed in the UH system for approximately 9 years.

Regarding the report from the Tenure Task Group, and the potential subsequent impact, I am most concerned that:

- No faculty were involved in the process and discussions with the Tenure Task Group
- The "C" classification of community college faculty was not mentioned in the report, despite the UHCCs being the majority of the UH system
- Non-instructional faculty are being disregarded as subject matter experts in their professions. These professions require advanced degrees to serve the needs of students with disabilities, student development, student identity, student exploration of careers and majors, first-year students, returning adult students, mental health, instructional design, library science, and more. Advanced degrees in these professions are not typically held by instructional faculty, as they are subject matter experts in their own areas of expertise and rely on non-instructional faculty to meet student needs in these areas.
- Community College faculty will be required to shift their focus to research, which inherently takes away from the essential services that both instructional and non-instructional faculty provide
- Support services to students that are provided by non-instructional faculty will be reduced, which is of particular importance at the community college level, where the student population requires more support
- Community colleges and support staff are critical to State initiatives like [55 by '25](#) that emphasize the importance of post-secondary education that often begins at the two-year institutions. The pandemic has only highlighted the disparities between college-graduate and high school graduates; thus post-secondary education that includes college and career counseling provided by our non-instructional faculty is critical to the economic and social health of our State.
- Tenured faculty have a contract with the University, and the report does not address the legal matters that would arise, nor a plan for the legal costs associated with the proposed changes

Thank you for your time, and again I am asking that you VOTE NO on the report from the Tenure Task Group.

Sincerely,  
Amy Amper, MSCP

Program Counselor  
Leeward Community College  
Information & Computer Science/Integrated Industrial Technology/  
Sustainable Agriculture/Office of Continuing Education & Workforce Development  
Please contact me:  
**BY PHONE: 808-455-0235**  
**BY EMAIL: [amyamper@hawaii.edu](mailto:amyamper@hawaii.edu)**



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## CTAHR SENATE Testimony\_Tenure PIG Report

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**Catherine Chan** <chanhalb@hawaii.edu>  
To: bor.testimony@hawaii.edu

Sun, Oct 17, 2021 at 10:25 PM

Hi:

Please find attached the CTAHR Faculty Senate Testimony\_Tenure PIG Report. Acknowledgement of receipt is appreciated.

Aloha,

*Catherine*

*Catherine Chan, Ph.D.*

*Faculty Senate Chair*

*Professor*

*CTAHR/NREM*

*Sherman 224*

*University of Hawaii*

*+1 8089562626*



**CTAHR Faculty Senate BOR testimony \_ Tenure-PIG report\_FINAL.pdf**

215K



Aloha University of Hawai'i Board of Regents:

We, the College of Tropical Agriculture and Human Resources (CTAHR) Faculty Senate, **do not** support the recommendation made by the Tenure PIG report. Of particular concern to CTAHR Senate is the proposed elimination of tenure for Specialist (“S” faculty) and Agent (“A” faculty) for the following four reasons:

1. **Specialist and Agent faculty position descriptions** in the CTAHR include language that **meets all three duties and responsibilities of “Tenured and Tenure Track Faculty” in instruction, research, and service**. Specialist positions at Land-Grant Institutions on the mainland are tenured or tenure-track. Most Agents affiliated with Land-Grant Universities, and not County positions, are also tenured or have similar status that protects their academic freedom.
2. Specialists and Agents in the CTAHR secure significant external funding awards. In the period between January 1, 2017 and present, as **Principal Investigators** (or co-PI if PI is not a Specialist or Agent), **Specialists** were awarded more than **175 grants** totaling more than **\$20 million** and **Agents** were awarded more than **100 grants** totaling more than **\$13 million**.
3. **Most Specialists in the CTAHR teach courses** at Mānoa either in-person or online. Over the past five years, 31 undergraduate and 6 graduate-level courses have been regularly taught by Specialists. Many of these are core courses for various CTAHR undergraduate majors. In addition, some Specialists also **supervise graduate student studies**. **Agents are also involved in direct instruction** in one or more of the following ways: guest lecturing in undergraduate courses on campus or online, supervising undergraduate and/or graduate student internships, serving on graduate student committees, and teaching community-based short courses, workshops, and in-person trainings that meet needs of Hawai'i's agriculture producers, consumers, and families.
4. Elimination of tenure or tenure track status of current and future “S” and “A” faculty will **decrease UH Mānoa's recruitment competitiveness** in attracting S and A faculty who bring in external grant dollars and **increase attrition rates of quality faculty** to Land-Grant Institutions on the mainland who offer tenure-track options for their Specialist and Agent faculty.

Therefore, the CTAHR Faculty Senate **does not support** the Tenure PIG report recommendation to eliminate tenure for Specialist (“S”) and Agent (“A”) faculty as it will negatively impact UH Mānoa's bottom line with regards to external funding, faculty recruitment and retention, and the CTAHR's ability to fulfill its instruction, research, and extension missions and goals while also meeting challenges faced by the State of Hawai'i.

Respectfully submitted,

A handwritten signature in black ink, appearing to read 'Catherine Chan'.

Catherine Chan,

Chair, CTAHR Faculty Senate, UH Mānoa

[Attachments:](#)

1. [CTAHR Agent & Specialist Position Descriptions \(examples\), pgs 1-13](#)
2. [CTAHR Agent & Specialist Alignment with Tenure PIG-recommended “Tenured and Tenure Track Faculty” definition, pgs 14-15](#)
3. [CTAHR Agent & Specialist Data, 2017-2021, pg 16](#)
4. [CTAHR Courses taught by Specialists, 2016-2021, pg 17-18](#)
5. [Tenure impact on faculty recruitment & retention, pg 19](#)

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## Re: testimony in opposition to BOR Resolution 21-06

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**Michael Oishi** <mtoishi@hawaii.edu>  
To: bor.testimony@hawaii.edu

Mon, Oct 18, 2021 at 5:21 AM

Dear Regents,

Attached please find my testimony in opposition to BOR Resolution 21-06: "The Findings and Recommendations of the Tenure Task Group."

Mahalo.

Michael Oishi



**Michael Oishi**

Associate Professor and Discipline Coordinator, Literature  
Leeward Community College  
Office: FA-117  
Arts and Humanities Division  
96-045 Ala `Ike, Pearl City, HI 96782  
(808) 455-0628 | [mtoishi@hawaii.edu](mailto:mtoishi@hawaii.edu)

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 **oishi\_tenure\_pig\_opposition.pdf**  
129K

18 October 2021

Michael Oishi  
Arts and Humanities Division  
Leeward Community College  
96-045 Ala 'Ike  
Pearl City, HI 96782

Dear Regents,

I strongly oppose UH Board of Regents Resolution 21-06: “The Findings and Recommendations of the Tenure Task Group,” and urge you to do the same.

To date, several colleagues, students, and administrators have already written eloquently and persuasively on the ill-informed and poorly conceived recommendations of the Permitted Interaction Group (PIG) on Tenure. I wish to add my voice to this large and growing chorus to bring your attention to the profound and harmful impact the PIG’s recommendations will have if implemented. **In particular, I wish to focus your attention on the damage the PIG’s proposals will wreak on an important constituent of our University of Hawai‘i community: our students.**

The proposal to insert administrators into the post-tenure process of periodic review (noted in amendments to RP 9.213), and to require faculty to provide “balanced, diverse and relevant input” to continue their employment ironically leaves faculty vulnerable to the very administrative, special interest, and governmental pressures that our current system of tenure (and those of our peer institutions), was designed to prevent. Additionally, there is a clear through line that extends between loss of job security to academic freedom to the education and wellbeing of our students. With the constant fear of administrative oversight of the post-tenure review process, faculty cannot and will not feel free to pursue research, nor to teach, in fields of inquiry or on topics that might bring them into conflict with antagonistic and vocal administrators, individuals, or groups who believe the world should align with their beliefs and values. No field of research and instruction would be spared, and the most severe costs would be borne by our students as faculty would no longer conduct their work to advance and communicate knowledge but to avoid incurring the anger of those who might disapprove. In effect, faculty would become tools, and students would be subjected to a censored, limited, and ultimately monolithic and untruthful educational experience that fails to prepare them for the workforce and world. Our students deserve better.

The subjects faculty research and teach are complex and diverse, and they do not—and should not—align neatly with any one individual’s or group’s ideology. As a former UHM English professor, Jay Kastely, once noted to me, “Education is about refutation.” By this he meant that education is a process that should challenge one’s preconceived and deeply held beliefs about

how the world works or should work. It is not meant to validate ourselves nor our worldviews. The PIG's proposed amendments to our current iteration of tenure would have a deep and widespread chilling effect. At particular risk would be the accomplishments, experiences, and insights of historically and currently marginalized groups such as women; people of color; indigenous groups, particularly Native Hawaiians; lesbian, gay, bisexual, transgender, questioning, and intersex (LGBTQI) individuals; the disabled; the indigent; and political dissidents, to name but a few. Already we see nationwide a relentless and virulent attack on critical race theory in educational curricula, which confirms that the above concerns over academic freedom are not hypothetical but actual. The protections currently afforded by our system of tenure helps ensure that the exploration and dissemination of knowledge in these fields—indeed, any field—may continue and thrive, contributing to our understanding of the world as it exists, not as some might wish it to be. Diversity is the truth of our existence, but neither diversity nor truth can be sustained in higher education in general and in the University of Hawai'i System in particular without the protections of academic freedom that genuine tenure offers. To expect otherwise is unrealistic.

Additionally, the PIG's proposal to reclassify and eliminate tenure for non-instructional faculty would stymie the substantial gains we have already made to help our students fulfill their educational and career aspirations. Researchers, extension agents, counselors, educational technologists, and disability specialists—to name only a few of the individuals who would be impacted by the PIG's recommendations to reform tenure—all play a vital role in the success of our students. A student who understands well the content of a course but who cannot navigate the frequently byzantine requirements of our degree programs will not graduate. Likewise, students struggling with food and shelter insecurity, mental health issues, and/or disability accommodations cannot hope to excel academically. The frontline individuals—many of them faculty—who help to meet these urgent needs are indispensable to our students' ability to succeed. And yet legislators and select members of the PIG view them and their labor as subordinate and, ultimately, expendable to the “real” work of educating our students. Nothing can be further from the truth. If we are committed to meeting Hawai'i P-20's stated goal to have 55% of Hawai'i's working-age adults earn a college degree by 2025 (the 55 by '25 campaign), we must understand and address the many and complex needs of our students—needs that cannot be met by instructional faculty alone. Without the prospect of job security afforded by tenure, few of our non-instructional faculty will choose to enter or to remain in the UH System and, instead, will seek employment at an institution that actually supports and validates them, their work, and the students they serve. This point appears to have escaped certain members of the PIG, which raises concerns as to the thoroughness and thoughtfulness of its resolution and associated recommendations.

All of this is not to say that tenure cannot be made more effective and more efficient. Rather, it is to say that the PIG's recommendations to reform tenure are the inappropriate and unacceptable foundation for that process. If the UH Board of Regents is serious about making tenure “better,” as has been touted by members of the PIG, that process must be an informed, democratic, balanced, and transparent one. Begin by including multiple faculty voices (instructional and non-instructional faculty—not merely select administrators who were once faculty) in this investigative group. Conduct a careful—rather than a superficial, biased, and predetermined—examination of our current system of tenure to identify and document its strengths, flaws, and

(in)efficiencies. Then consult authorized faculty representatives (UH Faculty Senates and the University of Hawai‘i Professional Assembly (UHPA)) *before* proposing sweeping changes to our current system—changes that not only threaten our accreditation, but that have generated much fear, anxiety, anger, and suspicion among faculty, students, and select administrators. There is an appropriate way to inaugurate change. However, the PIG’s recommendations are not that way.

In short, a vote against the Tenure PIG’s resolution and recommendations is effectively a vote for students and their right to a high-quality education.

**Please vote “No” on UH Board of Regents Resolution 21-06.**

Mahalo for your time and consideration.

*Michael Oishi*

Michael Oishi  
Associate Professor, Literature  
Arts and Humanities Division  
Leeward Community College

## Public Testimony Form - University of Hawaii Board of Regents

*Please provide your testimony on this form for the next University of Hawaii Board of Regents meeting. Make sure you include all the requested information so that the Board of Regents is able to clearly understand the testimony provided.*

Your Name (required) \*

W. Steven Ward, Ph.D.

Your Organization (optional)

University of Hawaii at Manoa, JABSOM, Institute for Biogenesis Research

Your e-mail address (in case we need to reach you) \*

wward@hawaii.edu

Board of Regents Agenda Item (required) \*

BOR VII.B. Final Report and Dissolution of the Tenure Permitted Interaction Group

Your Position (required) \*

Oppose

Your Testimony/Comments

Your Testimony (pdf or word)

[PIG Testimony.pdf](#) (42.0 kB)

## Testimony Opposing the BOR VII.B Final Report of the Tenure Permitted Interaction Group

I was recruited to the University of Hawaii at Manoa in 2000 by Dean Cadman for the John A. Burns School of Medicine. At the time, I was tenured at what was then the University for Medicine and Dentistry of New Jersey, Robert Wood Johnson Medical School (UMDNJ-RWJMS) where I had been for ten years. This was a strong medical school, and my position was very strong. I was recruited to join the newly formed Institute for Biogenesis Research (IBR), the “Cloning Lab”, that was founded by Dr. Ryuzo Yanagimachi, the scientist who first cloned a mouse. While the scientific opportunities were extremely attractive, many of my colleagues warned me about the distance from the mainland, the reputation of UH (which was not bad, but not stellar) and, mostly, the expense of Hawaii. However, I made the final leap, which I have never regretted, and came to Hawaii after Dr. Cadman’s strong recruitment. I feel that I have given a lot in return to UH. Since coming to Hawaii, I have brought in more than \$30,000,000 in federal grant funding from the NIH, of which about 80% goes directly into the economy of the state through salary support and indirect costs to the university. I teach a large, undergraduate course in biochemistry every year, as well as numerous graduate courses. I founded the successful graduate program in Developmental and Reproductive Biology, and I have led the Institute for Biogenesis Research for the past 16 years. I have mentored several faculty during this time. I believe I have been a successful recruit to the university I have grown to love.

*The point that I would like to make in this testimony is that the University of Hawaii’s current tenure system is one of the main reasons I made this move. It gave me a sense of security – even if Hawaii was expensive, at least I could count on my salary if I was able to prove my worth by earning tenure. I have contributed 25 to 50% of my salary from extramural funds for most of my 20 years here, even though it was not required. I also know of other more successful faculty who have been recruited from Harvard Medical School and other institutions, who have contributed similarly to the institution whose decisions were weighed by UH’s tenure system.*

The BOR will receive a lot of testimony as to why the tenure system supports the academic mission of UH, so I will not add to that in this one. But my perspective may not be so common – UH’s tenure system is a fantastic recruitment tool for scientists around the world who can bring excellent science and teaching to the state, maintaining UHM’s unique Research 1 position. I urge the BOR to consider this as it deliberates making changes to this profitable system. In my 21 years at UH, I have served on many committees at all levels of the tenure promotion process. I believe that rather than changing the system, itself, the university could affect many of the changes it wants simply by focusing on following the current rules that are already in place for the management of tenure.

W. Steven Ward, Ph.D.  
Professor and Director  
Institute for Biogenesis Research  
Dept. Anatomy, Biochemistry & Physiology

Chief, Research Division  
Lakshmi Devi and Devraj Sharma Endowed Chair  
Dept. OB/GYN and Women's Health  
John A. Burns School of Medicine  
University of Hawaii at Manoa  
1960 East-West Rd.  
Honolulu, HI 96822  
Tel: 808-956-5189  
Fax: 808-956-7316  
E-mail: [wward@hawaii.edu](mailto:wward@hawaii.edu)

## Public Testimony Form - University of Hawaii Board of Regents

*Please provide your testimony on this form for the next University of Hawaii Board of Regents meeting. Make sure you include all the requested information so that the Board of Regents is able to clearly understand the testimony provided.*

Your Name (required) \*

Scott Robinson

Your Organization (optional)

UH Manoa, College of Education

Your e-mail address (in case we need to reach you) \*

scotttdr@hawaii.edu

Board of Regents Agenda Item (required) \*

BOR VII.B. Final Report and Dissolution of the Tenure Permitted Interaction Group

Your Position (required) \*

Oppose

Your Testimony/Comments

Please see attachment.

Your Testimony (pdf or word)

[UH BOR Testimony Oct 2021.pdf](#) (33.6 kB)

To: UH Board of Regents

From: Scott Robinson, PhD



Date: 10/18/2021

Re: Testimony Opposing Permitted Interaction Group Tenure Proposals

I write to oppose the UH Board of Regents Permitted Interaction Group (PIG) Tenure Proposals. I am a tenured specialist in the UH Mānoa (UHM) College of Education on an 11 month contract. I am in my 16<sup>th</sup> year of full-time employment.

In 2006, I resigned my tenured instructional faculty position at a mainland university to accept an offer to work at UHM. I would not have applied for the UHM specialist job if the posting had not been a tenure line position. After four years of productive work at UHM, I was granted tenure.

“I” Instructional and “S” Specialist faculty as well as faculty with other classifications are evaluated through rigorous peer review of their job performance. The peer-review tenure process as guaranteed in the Collective Bargaining Unit Agreement ensures fair and appropriate personnel reviews. Additionally, faculty in tenure line positions who earn tenure contribute to the present and future value of the institution and the people it serves.

Junior faculty of all classifications in tenure line positions need to be guaranteed the same rights, privileges, and responsibilities that I have been granted. They need to be given an opportunity to earn tenure and thrive at this exceptional institution.

Please vote “no” on the PIG Tenure Proposals.

Mahalo.



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## Testimony in Opposition of BOR Resolution 21-06

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**Alyssa MacDonald** <amh4@hawaii.edu>  
To: bor.testimony@hawaii.edu

Mon, Oct 18, 2021 at 8:46 AM

To the University of Hawai'i Board of Regents,

My name is Alyssa MacDonald and I am a Professor of Biology in the Math and Sciences Division at Leeward CCommunity College. I have been employed in the UH system for approximately 8 years.

I am submitting this written testimony in opposition to the report of the Tenure Task Group. The report proposes eliminating tenure for faculty who are not providing direct instruction, with the exception of librarian faculty, and eliminating the current C classification for community college faculty and placing them in a category that requires research and scholarship, which would pull the instructional faculty out of the classroom. I am asking the Board of Regents to vote no on accepting the report of the Tenure Task Group.

As an instructional faculty member, I have the following concerns:

- I believe that the roles and responsibilities of non-instructional faculty members are critical to the success of students
- The roles and responsibilities of non-instructional faculty absorb various aspects of supporting students which ultimately supports my ability to focus on teaching
- The work of non-instructional faculty would not go away, and I do not have additional time nor expertise to absorb all of the duties and responsibilities that non-instructional faculty provide
- The proposal to eliminate tenure for non-instructional faculty would inherently decrease the number of positions, leading to a reduction in the quality of support services to students
- Support services to students that are provided by non-instructional faculty will be reduced, which is of particular importance at the community college level, where the student population requires more support for academic success
- Community colleges and support staff are critical to State initiatives like [55 by '25](#) that emphasize the importance of post-secondary education that often begins at the two-year institutions. The pandemic has only highlighted the disparities between college-graduate and high school graduates; thus post-secondary education that includes college and career counseling provided by our non-instructional faculty is critical to the economic and social health of our State.
- Non-instructional faculty are being disregarded as subject matter experts in their professions. These professions require advanced degrees to serve the needs of students with disabilities, student development, student identity, student exploration of careers and majors, first-year students, returning adult students, mental health, instructional design, library science, and more. Advanced degrees in these professions are not typically held by instructional faculty, as they are subject matter experts in their own areas of expertise and rely on non-instructional faculty to meet student needs in these areas.

Regarding the report from the Tenure Task Group, I am most concerned that:

- No community college or four year institution faculty were involved in the process and discussions with the Tenure Task Group
- The report appears to have gone beyond the scope the regents asked for at the February 2021 meeting, which was specifically to review and investigate the issue of tenure (history, purpose); look

outside of UH (evolution of, current views and developments on tenure) and at UH itself (the current process, criteria, and decision making on tenure).

- The report states that the proposed changes might improve the tenure classification system, but it does not explicitly state how these proposed changes would do that, nor was any data provided to substantiate these claims
- Community College faculty will be required to shift their focus to research, which inherently takes away from the essential services that both instructional and non-instructional faculty provide, and would require a substantial additional cost to the college as the instructional faculty would need course release time to handle this new set of requirements
- The services non-instructional faculty provide have been deemed as non-essential and not worthy of being a constant service at our colleges
- The periodic review process is proposed to be modified, and will involve administration approval, which deviates from the faculty-driven developmental process that is supported by the Hawaii Labor Relations Board

Thank you for your time, and again I am asking that you VOTE NO on the report from the Tenure Task Group.

Sincerely,  
Alyssa MacDonald, Ph.D.

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Alyssa MacDonald, Ph.D.,  
Assistant Professor of Biology,  
Marine Option Program Coordinator,  
Leeward CC Math and Science Division Office BS 106A  
96-045 Ala Ike, Pearl City, HI 96782.  
(808) 455-0285



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## Permitted Interaction Group On Tenure– Proposed BOR policies: RP9.201, RP9.202, RP9.213

1 message

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Cynthia Franklin <cfrankli@hawaii.edu>  
To: BOR Testimony <bor.testimony@hawaii.edu>

Mon, Oct 18, 2021 at 9:15 AM

October 17, 2021

Re: Permitted Interaction Group On Tenure–  
Proposed BOR policies: RP9.201, RP9.202, RP9.213

Dear Regents,

I write to strongly oppose the proposed changes recommended by the PIG to tenure, periodic review, and the current classifications of UH faculty. These changes are a violation of faculty members' labor rights, and they are made without knowledge of or regard for the university as a site of critical thinking, academic freedom, teaching, and the pursuit of knowledge.

It is dispiriting to see the continued assault on labor rights—we are after all unionized. It is also demoralizing to see an intensification of the concerted attack on and disrespect for all that makes this university a public good, for our students, for the production of research, and for the communities of Hawai'i.

To tie tenure to enrollments is to act in complete ignorance of what students, especially in the humanities, need to learn and to thrive—class sizes that allow for discussion, intensive writing, and individual mentoring from faculty members. High enrollments are often at odds with quality instruction. Tying enrollments to tenure is an ill-conceived effort to approach the university as if it is a for-profit corporation. This corporatized approach has been evident in the reorganizations, and the PIG continues this gutting of our university.

The proposed changes for post-tenure 5-year review attempt to fix problems that do not exist, and in fact would create problems, pose threats to our academic freedom, and eat away at the time faculty should be spending doing our jobs—serving the community, teaching our students, pursuing our research—rather than preparing materials for reviewers who have no business evaluating and surveilling us. The overwhelming majority of us do our jobs well, and we work hard, despite receiving salaries that do not keep up with the cost of living here. I am far from alone in working weeks that far exceed 40 hours, year round, out of dedication to my students, to the people of these islands, and to my chosen profession. If you cannot support faculty as we do this work, please do not obstruct us.

I also oppose the elimination of tenure for Support Faculty and Extension Agents who contribute so much to the workings of this university.

What is clearly at work on the part of the PIG is an attempt to erode tenure, to defund the university, and to destroy the quality of education by putting overworked adjuncts who are shockingly underpaid in the position of teaching too many students.

The vision put forth by the PIG is bankrupt in more ways than one. Attacks on tenure do not lead to institutional health; I refer you here to the University of Wisconsin.

Please vote NO on the report's proposals. Instead, I urge you to fulfill your responsibilities as Regents and put your energies into creating and supporting already-existing structures that allow for faculty, students and staff to thrive.

Sincerely,

Cynthia Franklin (she/her)  
Professor  
Interim Director of Undergraduate Studies (Fall 2021)  
Co-Editor, *Biography: An Interdisciplinary Quarterly*  
Department of English (KUY 224)  
University of Hawai'i  
1733 Donaghho Road  
Honolulu, Hawai'i 96822  
[cfrankli@hawaii.edu](mailto:cfrankli@hawaii.edu)

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 **October 2021 BOR testimony on PIG and tenure.docx**

15K

October 17, 2021

Re: Permitted Interaction Group On Tenure—  
Proposed BOR policies: RP9.201, RP9.202, RP9.213

Dear Regents,

I write to strongly oppose the proposed changes recommended by the PIG to tenure, periodic review, and the current classifications of UH faculty. These changes are a violation of faculty members' labor rights, and they are made without knowledge of or regard for the university as a site of critical thinking, academic freedom, teaching, and the pursuit of knowledge.

It is dispiriting to see the continued assault on labor rights—we are after all unionized. It is also demoralizing to see an intensification of the concerted attack on and disrespect for all that makes this university a public good, for our students, for the production of research, and for the communities of Hawai'i.

To tie tenure to enrollments is to act in complete ignorance of what students, especially in the humanities, need to learn and to thrive—class sizes that allow for discussion, intensive writing, and individual mentoring from faculty members. High enrollments are often at odds with quality instruction. Tying enrollments to tenure is an ill-conceived effort to approach the university as if it is a for-profit corporation. This corporatized approach has been evident in the reorganizations, and the PIG continues this gutting of our university.

The proposed changes for post-tenure 5-year review attempt to fix problems that do not exist, and in fact would create problems, pose threats to our academic freedom, and eat away at the time faculty should be spending doing our jobs—serving the community, teaching our students, pursuing our research—rather than preparing materials for reviewers who have no business evaluating and surveilling us. The overwhelming majority of us do our jobs well, and we work hard, despite receiving salaries that do not keep up with the cost of living here. I am far from alone in working weeks that far exceed 40 hours, year round, out of dedication to my students, to the people of these islands, and to my chosen profession. If you cannot support faculty as we do this work, please do not obstruct us.

I also oppose the elimination of tenure for Support Faculty and Extension Agents who contribute so much to the workings of this university.

What is clearly at work on the part of the PIG is an attempt to erode tenure, to defund the university, and to destroy the quality of education by putting overworked adjuncts who are shockingly underpaid in the position of teaching too many students.

The vision put forth by the PIG is bankrupt in more ways than one. Attacks on tenure do not lead to institutional health; I refer you here to the University of Wisconsin.

Please vote NO on the report's proposals. Instead, I urge you to fulfill your responsibilities as

Regents and put your energies into creating and supporting already-existing structures that allow for faculty, students and staff to thrive.

Sincerely,

Cynthia Franklin  
Professor of English



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## Opposition to P.I.G. Proposal to Exclude Tenure from UH Extension Faculty

1 message

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**Cynthia Reeves** <reevesc@hawaii.edu>

Mon, Oct 18, 2021 at 9:53 AM

To: bor.testimony@hawaii.edu

Cc: Michael Shintaku <shintaku@hawaii.edu>, Glenn Evans <gje2@hawaii.edu>, Jari Sugano <suganoj@hawaii.edu>

Dear Members of the University of Hawaii Board of Regents,

We, the four County Administrators for the University of Hawai'i's Cooperative Extension Program, submit this testimony in opposition to the changes proposed in the P.I.G. report overall, but especially to the Board of Regents Policy RP 9.202, additions in Red, item E#2c, on pages #2-3 of 9.

Collectively, we have more than 80 years of experience in Cooperative Extension at the University of Hawai'i, and various other Land Grant Universities across the country, including Cornell University and the University of Maryland. Based on our many years of working in Cooperative Extension and with Extension faculty, we strongly believe that UH Extension faculty should be able to achieve tenure similar to every other Research or Instructional faculty member within the UH System, including Community Colleges; or it could be to the detriment of not only our University but also the communities UH currently serves, as the "face" of the University of Hawaii System in local communities across the State.

The University of Hawai'i (UH) is a proud Land-Grant institution, established under President Abraham Lincoln in 1862, with the same tripartite mission as every other Land-Grant institution in every US State and Territory, that of providing Research, Education and Extension. Extension is not an afterthought or a program to be siloed as a "support" effort to our institution, indeed, it is one of the three primary bedrocks of every Land-Grant institution throughout the United States of America. Extension is even broader than that, however, since it's part of a Federal, State and County partnership, with our federal partner being the USDA National Institute of Food & Agriculture (USDA-NIFA). Extension is also a critical part of the Association of Public and Land-Grant Universities (APLU). The University of Hawaii should feel proud to be part of such an exclusive network of university outreach and information to the masses, as Extension was established to be, due to the incredible foresight of our forefathers.

UH Extension faculty are highly qualified, with master's and PhD degrees, and are committed to providing the citizenry of Hawai'i with outreach education, applied research and consultation that provides critical added economic development value to our State. They are as rigorously recruited and selected as any other UH faculty member, and they are just as deserving of the possibility of achieving tenure as every other faculty member throughout the UH System, including the Community Colleges.

Extension is the outreach arm of the University of Hawai'i, and in every County, Extension faculty are the face of the University that the citizenry recognizes, interacts with and supports. People know the 4-H program, the Master Gardener program, and our Federally supported programs, the Expanded Food and Nutrition Education Program (EFNEP), the Supplemental Nutrition Assistance Program (formerly Food Stamps) (SNAP-Ed program). They rely on our faculty expertise to help our growers, in person and within their own communities, with the latest invasive insect, fungus or pathogen decimating their crops or hotel landscaping, or identifying the forage weed that is causing their livestock to fall sick and die, or our intergenerational educational outreach programs to families and communities, and to our benefit, they will speak to their State legislators whenever they feel these programs are being threatened or require additional funding support.

The UH Extension faculty are passionate about what they do. They are proud to be associated with the University of Hawai'i and they are committed to taking the science evolving at the University and applying it in all communities across the state of Hawai'i, for the betterment of all. They deserve to be included in the tenure system and to be awarded tenure as an equal to proposed "F" tenure classified faculty.

For your further consideration, we provide the following justifications for the continuation of tenure for Extension faculty at the University of Hawai'i:

1. If the BOR follows through with this proposal, UH could become one of the few institutions in this vast Extension network, in every State and County of the country, that does NOT provide tenure for Extension faculty. This will significantly negatively impact both the retention of our current faculty, and our ability to recruit Extension faculty in the future.
2. Our Capacity funding may or may not be impacted. USDA-NIFA Smith-Lever funding that specifically supports Cooperative Extension, is based on a formula. The Smith-Lever funds help to supplement G-funded salaries, and reduce the burden on tuition, which frees up more of that tuition for operating budgets, including department and county upkeep and supplemental funds.
3. The UH Cooperative Extension program is directly related to several USDA-NIFA Federal Funding sources for the University of Hawaii, and if our Extension program is weakened due to loss of current faculty combined with an inability to recruit, it could have an impact on the amounts of federal funding we receive overall. For example, in 2020 those funds contributed a total of \$3.9M to the University as follows: Smith-Lever: \$1,455,521, EFNEP: \$352,666, Hatch Regular: \$1,173,206, Hatch Multi: \$542,113, McIntire Stennis: \$330,557, RREA: \$46,449
4. Extension faculty bring in significant additional grant-funding to the University to support their programs, even though they have no formal Research appointment. This year, just in Maui alone, two of our Agents have been successful obtaining nearly \$1M in USDA-NIFA grants to support their programs, and many others have obtained other grants at the State and County levels as well.

We thank you all for your service and for your due diligence on this issue, and we appreciate the care and thoughtfulness that has gone into the development of this report and the proposed policy revisions. But as a Land-Grant University, in a system that was established nearly 160 years ago, I ask for your recognition of Extension as a critical part of the Land-Grant tripartite mission of Research, Instruction & Extension as it was originally established; as well as your reconsideration of Extension faculty as an equal in the tenure system of the University of Hawai'i, with related revisions made to these proposed changes in policy RP 9.202, prior to your vote on its acceptance in October.

Sincerely,

Cynthia Reeves

Maui County Administrator-Cooperative Extension

Glenn Evans

Kauai County Administrator-Cooperative Extension

Jari Sugano

Oahu County Administrator-Cooperative Extension

Michael Shintaku

Hawaii County Interim Administrator- Cooperative Extension



**Cynthia Reeves, PhD, MPH**

Maui County Administrator, UH Manoa CTAHR

(808) 268-3796 | [reevesc@hawaii.edu](mailto:reevesc@hawaii.edu)



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## BOR Testimony for October 21 Meeting

1 message

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**Rayna Fujii** <rayfujii@hawaii.edu>

Mon, Oct 18, 2021 at 9:55 AM

To: bor.testimony@hawaii.edu

Cc: kserna@hawaii.edu

Thank you for the opportunity to submit written testimony for the October 21, 2021 BOR Meeting.

mahalo,  
Rayna Fujii

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**Dr. Rayna Fujii**

Elementary Statewide Coordinator

University of Hawai'i Mānoa

College of Education, Institute for Teacher Education

(808) 956-4409 | [rayfujii@hawaii.edu](mailto:rayfujii@hawaii.edu)



**Fujii\_BOR Testimony.pdf**  
94K

## **Board of Regents' Meeting - October 21, 2021**

### **Aloha Chair Moore and Members of the Board of Regents**

#### **College of Education: Testimony in Opposition to Report of the Tenure Permitted Interaction Group (PIG), Agenda Item VII.B.**

The Regent's Permitted Interaction Group (PIG) recommendations to revise RP 9.202, denying tenure to Specialist and Extension faculty and effectively creating a second-class (FSE) category of faculty who serve in these roles is frustrating, demoralizing and quite frankly infuriating.

This PIG's understanding of the faculty roles of those in tenure or tenure track specialist positions is alarming. To indicate in a blanket statement that the role(s) of Specialist faculty do NOT engage in direct instruction is ignorant and reprehensible. As a Junior faculty in a Specialist line, I have already taught and received outstanding course evaluations for 26 courses within my college since assuming the specialist position. I present regularly at peer-reviewed conferences internationally, nationally and locally and have published articles and a book chapter even though my department's tenure criteria does not specifically seek scholarly activity for my position. I have planned, and revised program delivery models in the elementary online programs and have coordinated technical training and instructional support for the successful delivery of the online/hybrid distance programs that I oversee. I directly contribute to the instructional and scholarly productivity of my college every semester in both delivering direct instruction and providing support to those who also give direct instruction to students. The PIG's recommendation would abolish tenure for Specialists, but I argue that academic freedom protections are important both inside and outside the classroom. Being that I work both as an instructor who regularly delivers classroom instruction and support for instruction, I know first hand how important academic freedom protections are in both scenarios. As a tenure track Specialist, I have real concerns about my ability to speak truthfully to executives without fear for my employment, but if I do not do so now, I risk jeopardizing employment anyway by remaining silent.

Since my hire as a Specialist, I have completed my duties on equal footing with Instructional and Research faculty, collaborating on improving the on-campus and distance-delivered programs in the Elementary Department at the College of Education. I have worked tirelessly to more than satisfy the criteria in my hire letter and regularly go above and beyond to serve the college, students and community. I am extremely disappointed to see the disregard for Specialists embedded in the recommendations The PIG has made. Please consider rejecting these policy changes, and engage in good-faith discussions with our faculty union to address any persistent issues.

In hope for an open heart and discussion, Rayna Fujii, Ph.D.





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## Report of the Tenure Permitted Interaction Group

1 message

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**Shannon Sakaue** <sks78@hawaii.edu>  
To: bor.testimony@hawaii.edu

Mon, Oct 18, 2021 at 10:50 AM

To Chair Moore and the Board of Regents,

Much attention has recently been questioning the importance of non-instructional faculty, and there is an uninformed assumption that all non-instructional faculty do not educate and promote the success of students.

Non-instructional faculty do educate.

Non-instructional faculty do promote the success of students.

I do educate. My name is Dr. Shannon Sakaue, and as a counselor at Kapi'olani Community College, I educate community members about their strengths, and how that can translate into a career. I educate post-baccalaureate students on how to navigate graduate school prerequisites while working a full time job. I educate retirees about how they can take community college classes to explore areas of interest, and maintain lifelong learning. I do educate.

I promote the success of students. I teach students how to organize their time between being a single parent and a college student, so that they are successful in both realms of their lives. I teach students how to address past failures, and learn to overcome obstacles so that they can regain confidence and be successful. I support community organizations that encourage adults to consider a college education so that they can have more stability in their careers and feel more confident and successful in their lives. I promote the success of students.

Education and success are not something that can be mastered in one lecture. These are developmental processes that take time, support, and most importantly, the belief that it can be done. I am a non-instructional faculty member, and I educate people on one of the most important topics of all, optimizing a person's full potential. We are experts in our field of supporting this process for students. We have advanced degrees in this area of expertise. Do not dismiss the critical nature of having experts in place to support the community. To uplift a community requires supporting a community.

Removing tenure from non-instructional faculty positions means that the UH system no longer believes in protecting positions that advocate for student needs. It means that the UH system no longer believes that they need to attract professionals with expertise to help students through their struggle. It means that the work of counselors will still remain, but the responsibilities will be put on those who are less qualified to do the work.

Removing tenure from non-instructional faculty positions means that the UH system has withdrawn their commitment to providing and protecting the best for the community.

The larger implication is the impact on the state. The world is getting smaller, as technology directly delivers educational options from outside of Hawaii to the screens, tablets, and phones of our local community. The UH system is not the only option for students, therefore the UH system needs to offer the best in all areas of

instruction, support, and environment, so that our local community still finds the UH system to be the best option to fit their needs.

Thank you for your time,

Shannon Sakaue, EdD  
Kapi'olani Community College

*Program Counselor*  
Pāhihi Program for Returning Adults

*Faculty Advisor*  
ASKCC Student Congress

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## Report from the Tenure Task Group

1 message

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**Miki Crutchfield** <mikiac@hawaii.edu>  
To: bor.testimony@hawaii.edu

Mon, Oct 18, 2021 at 10:50 AM

To the University of Hawai'i Board of Regents,

My name is Miki Crutchfield and I respectfully submit this written testimony in opposition to the report of the Tenure Task Group.

I am a counseling faculty member who has been an educator for over 30 years, in higher education for 10 years and have been employed in the UH system for approximately 3 years. I am greatly disturbed by the proposed elimination of the "C" faculty classification and removal of tenure status for non-instructional faculty which devalues and dismisses the mission of community colleges.

The elimination of tenure for non-instructional faculty fails to recognize the needs of community college students and the critical role counselors play in the fulfillment of the community college mission. As community colleges we serve our community; our students are not predominantly the privileged class who can access relevant resources or navigate the higher education system independently. They sacrifice income to pay basic bills and balance competing priorities, such as family obligations and multiple jobs, to pursue higher education. The work that counselors do go far beyond that of an academic advisor and the expertise required is indicative of this. We are educators and leaders at our campuses and are critical to the success of not only our institution but our students. Like our instructional faculty, our ability to innovate and best serve our institution necessitates tenure.

In short, I am asking that you vote **"NO"** on the report from the Tenure Task Group based on the 1. Disregard for the mission and priorities of community colleges and 2. Gross lack of respect and understanding for the value of the counseling profession in higher education

Mahalo for your time.

Sincerely,

Miki A. Crutchfield  
Counselor, First-Year Experience  
Kapi'olani Community College

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## re: Report of the Tenure Permitted Interaction Group

1 message

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**Scott Sutherland** <scottjks@hawaii.edu>  
To: bor.testimony@hawaii.edu

Mon, Oct 18, 2021 at 10:56 AM

To the University of Hawai'i Board of Regents,

My name is Scott Sutherland, and I am submitting this written testimony in opposition to the report of the Tenure Task Group. The report proposes eliminating tenure for faculty who are not providing direct instruction, with the exception of librarian faculty. **I am asking the Board of Regents to vote no on accepting the report of the Tenure Task Group.**

As a non-instructional faculty member (Learning Resource Center Coordinator), I work closely with instructional faculty, staff, student employees, and students to develop, implement, assess, and refine academic support services based on evidence-based research. I also design and implement our training curriculum for our tutors, which is based on national best practices.

I believe that my profession is deserving of tenure, and I have been employed in the UH system for approximately 12.5 years (2 as tenure-track faculty).

Regarding the report from the Tenure Task Group, and the potential subsequent impact, I am most concerned that:

- No faculty were involved in the process and discussions with the Tenure Task Group
- The "C" classification of community college faculty was not mentioned in the report, despite the UHCCs being the majority of the UH system
- Non-instructional faculty are being disregarded as subject matter experts in their professions. These professions require advanced degrees to serve the needs of students with disabilities, student development, student identity, student exploration of careers and majors, first-year students, returning adult students, mental health, instructional design, library science, and more. Advanced degrees in these professions are not typically held by instructional faculty, as they are subject matter experts in their own areas of expertise and rely on non-instructional faculty to meet student needs in these areas.
- The report appears to have gone beyond the scope the regents asked for at the February 2021 meeting, which was specifically to review and investigate the issue of tenure (history, purpose); look outside of UH (evolution of, current views and developments on tenure) and at UH itself (the current process, criteria, and decision making on tenure)
- The report states that the proposed changes might improve the tenure classification system, but it does not explicitly state how these proposed changes would do that, nor was any data provided to support these claims
- Community College faculty will be required to shift their focus to research, which inherently takes away from the essential services that both instructional and non-instructional faculty provide
- Support services to students that are provided by non-instructional faculty will be reduced, which is of particular importance at the community college level, where the student population requires more support

- Community colleges and support staff are critical to State initiatives like [55 by '25](#) that emphasize the importance of post-secondary education that often begins at the two-year institutions. The pandemic has only highlighted the disparities between college-graduate and high school graduates; thus post-secondary education that includes college and career counseling provided by our non-instructional faculty is critical to the economic and social health of our State.
- The periodic review process is proposed to be modified, and will involve administration approval, which deviates from the faculty-driven developmental process that is supported by the Hawaii Labor Relations Board
- Tenured faculty have a contract with the University, and the report does not address the legal matters that would arise, nor a plan for the legal costs associated with the proposed changes

Thank you for your time, and again I am asking that you VOTE NO on the report from the Tenure Task Group.

Sincerely,

Scott Sutherland  
Ka Piko Coordinator (Learning Resource Center Coordinator), Instructor CC  
Windward Community College



**Scott Sutherland**

Ka Piko Coordinator, Academic Support  
808-235-7467 | [scottjks@hawaii.edu](mailto:scottjks@hawaii.edu)

**Website:** [go.hawaii.edu/A42](https://go.hawaii.edu/A42)



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## Testimony on the report from the Tenure Task Group

1 message

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**Susan Wood** <shamilto@hawaii.edu>  
To: bor.testimony@hawaii.edu

Mon, Oct 18, 2021 at 11:07 AM

My name is Susan Wood, and I am a Professor of English in the Language Arts Division at Leeward Community College. I have been employed in the UH system for approximately 21 years.

I am submitting this written testimony in opposition to the report of the Tenure Task Group. The report proposes eliminating tenure for faculty who are not providing direct instruction, with the exception of librarian faculty, and eliminating the current C classification for community college faculty and placing them in a category that requires research and scholarship, which would pull the instructional faculty out of the classroom. Therefore, I am asking the Board of Regents to vote no on accepting the report of the Tenure Task Group.

As an instructional faculty member, I have the following concerns:

- I believe that the roles and responsibilities of non-instructional faculty members are critical to the success of students.
- The roles and responsibilities of non-instructional faculty absorb various aspects of supporting students, ultimately supporting my ability to focus on teaching.
- The work of non-instructional faculty would not go away, and I do not have the additional time nor expertise to absorb all of the duties and responsibilities that non-instructional faculty provide.
- The proposal to eliminate tenure for non-instructional faculty would inherently decrease the number of positions, reducing the quality of support services to students.
- Support services to students provided by non-instructional faculty will be reduced, which is of particular importance at the community college level, where the student population requires more support for academic success.
- Community colleges and support staff are critical to State initiatives like 55 by '25 that emphasize the importance of post-secondary education that often begins at the two-year institutions. The pandemic has only highlighted the disparities between college-graduate and high school graduates; thus post-secondary education that includes college and career counseling provided by our non-instructional faculty is critical to the economic and social health of our State.
- Non-instructional faculty are being disregarded as subject matter experts in their professions. These professions require advanced degrees to serve the needs of students with disabilities, student development, student identity, student exploration of careers and majors, first-year students, returning adult students, mental health, instructional design, library science, and more. Advanced degrees in these professions are not typically held by instructional faculty, as they are subject matter experts in their own areas of expertise and rely on non-instructional faculty to meet student needs in these areas.

Regarding the report from the Tenure Task Group, I am most concerned that:

- No community college or four-year institution faculty were involved in the process and discussions with the Tenure Task Group.
- The report appears to have gone beyond the scope the regents asked for at the February 2021 meeting, which was specifically to review and investigate the issue of tenure (history, purpose); look outside of UH (evolution of, current views and developments on tenure) and at UH itself (the current process, criteria, and decision making on tenure).
- The report states that the proposed changes might improve the tenure classification system. Still, it does not explicitly state how these proposed changes would do that, nor was any data provided to substantiate these claims.
- Community College faculty will be required to shift their focus to research, which inherently takes away from the essential services that instructional and non-instructional faculty provide. This shift would require a substantial additional cost to the college as the instructional faculty would need course release time to handle this new set of requirements.
- The services non-instructional faculty provide have been deemed non-essential and not worthy of being a continuous service at our colleges.
- The report proposes a modification to the periodic review process. This modification will involve administration approval, deviating from the faculty-driven developmental process that the Hawaii Labor Relations Board

supports.

Thank you for your time, and again **I am asking that you VOTE NO on the report from the Tenure Task Group.**

Sincerely,  
Susan Wood  
Professor of English  
Leeward Community College



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## Report of the Tenure Permitted Interaction Group

1 message

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**Deneen Kawamoto** <deneenk@hawaii.edu>  
To: bor.testimony@hawaii.edu

Mon, Oct 18, 2021 at 12:12 PM

To the University of Hawai'i Board of Regents,

My name is Deneen Kawamoto and I am submitting this written testimony in opposition to the report of the Tenure Task Group. The report proposes eliminating tenure for faculty who are not providing direct instruction, with the exception of librarian faculty. I am asking the Board of Regents to vote no on accepting the report of the Tenure Task Group.

As a non-instructional faculty member, I am a Counselor and I believe that my profession is deserving of tenure. I have been employed in the UH system for more than 4 1/2 years, I'll make 5 years in January 2022.

Regarding the report from the Tenure Task Group and the potential subsequent impact, I am most concerned that:

- No faculty were involved in the process and discussions with the Tenure Task Group
- The "C" classification of community college faculty was not mentioned in the report, despite the UHCCs being the majority of the UH system
- Non-instructional faculty are being disregarded as subject matter experts in their professions. These professions require advanced degrees to serve the needs of students with disabilities, student development, student identity, student exploration of careers and majors, first-year students, returning adult students, mental health, instructional design, library science, and more. Advanced degrees in these professions are not typically held by instructional faculty, as they are subject matter experts in their own areas of expertise and rely on non-instructional faculty to meet student needs in these areas.
- The report appears to have gone beyond the scope the regents asked for at the February 2021 meeting, which was specifically to review and investigate the issue of tenure (history, purpose); look outside of UH (evolution of, current views and developments on tenure) and at UH itself (the current process, criteria, and decision making on tenure)
- The report states that the proposed changes might improve the tenure classification system, but it does not explicitly state how these proposed changes would do that, nor was any data provided to support these claims
- Community College faculty will be required to shift their focus to research, which inherently takes away from the essential services that both instructional and non-instructional faculty provide
- Support services to students that are provided by non-instructional faculty will be reduced, which is of particular importance at the community college level, where the student population requires more support
- Community colleges and support staff are critical to State initiatives like [55 by '25](#) that emphasize the importance of post-secondary education that often begins at the two-year institutions. The pandemic has only highlighted the disparities between college-graduate and high school graduates; thus post-

secondary education that includes college and career counseling provided by our non-instructional faculty is critical to the economic and social health of our State.

- The periodic review process is proposed to be modified and will involve administration approval, which deviates from the faculty-driven developmental process that is supported by the Hawaii Labor Relations Board

Thank you for your time, and again I am asking that you VOTE NO on the report from the Tenure Task Group.

Sincerely,

--

Deneen Kawamoto,  
Counselor, Disability Support Services Office (DSSO)  
Kapi'olani Community College  
[4303 Diamond Head Rd.](#) 'Ilima 107  
(808)734-9552

Student Assistance & Support Link: [Student Assistance & Support Form](#)

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## Written Testimony regarding PIG Report on Tenure

1 message

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**Subramanian Shankar** <subraman@hawaii.edu>  
To: bor.testimony@hawaii.edu

Mon, Oct 18, 2021 at 12:20 PM

Dear Regents:

I write to offer testimony opposing the Permitted Interaction Group (PIG) report on tenure (dated September 10, 2021). I request you to reject the report in toto for the following reasons:

1. Overreach of its proper purview. As attested widely, including by UHPA, the PIG has overstepped its proper purview by not staying within the guidelines issued to it and also by venturing into areas that are covered by the CAB.
2. A misunderstanding of the nature of tenure and its link to the history of the US university. In its origins, tenure was an attempt to support freedom of knowledge in a society that was democratizing and growing less hierarchical and elitist. "Knowledge" here does not pertain just to what happens in the classroom-- all forms of knowledge, including in the lab, are indicated. To erode tenure is to erode protections for freedom of knowledge, and thus to erode the status of the public university as an indispensable engine for freedom and greater equality.
3. A misunderstanding of the role of tenure in the creation of a viable public university in Hawai'i. Reality: the University of Hawai'i is thousands of miles, and across an ocean, from the next closest public university; Hawai'i is an exorbitantly expensive place to live, so much so that a family on a single income could very well be below the state's own stated poverty line. Given these circumstances, the damage that the erosion of tenure will cause to UH's ability to successfully recruit nationally and internationally is incalculable. Consider that peer institutions would continue to offer full tenure protections. Why would a young academic come here then? The young students of Hawai'i, especially the young students from families that cannot afford to send their children to the continent, deserve a comprehensive university of quality. Any erosion of tenure protections threatens that right to higher education.
4. Linking tenure in any form to enrollment is counterproductive. There are already processes in place to ensure that instruction is evaluated and encouraged to be efficient. A direct link of the kind that the PIG proposes misunderstands how research and classroom instruction benefit society. I would like to respectfully suggest that as regents you are stewards of a complex higher education system that cannot be evaluated purely through a mindless focus on a single metric like enrollment. I hope you will resist and reject the PIG's drift in this direction, which is likely to threaten many programs of instruction essential to the health of our state.
5. The PIG's recommendation to strengthen post-tenure review rests on two misconceptions: that we do not currently have robust processes of review; and that faculty generally stop working hard post-tenure. Neither is true. It should be noted, for

example, that by and large faculty are 9-month appointments, i.e. they get paid for 9 months of work. The point is simply that tenured faculty work hard if you look in the right places and know how to assess their work.

I hope I--and the others who have testified--have said enough to convince you to reject the PIG's recommendations outright. It's recommendations are procedurally defective, rest on misconceptions, and will be destructive if implemented in full or in part.

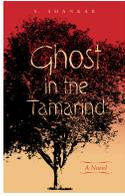
Thank you for reading.

--Shankar

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S. Shankar  
Chair and Professor, Department of English  
University of Hawai'i at Mānoa  
[sshankar.net](http://sshankar.net)

Go here for my latest blog: "[Person-Oriented vs Thing-Oriented Education: Why Now in the Midst of the Twin Crises of COVID-19 and the Racial Justice Uprisings We Need the Arts and Humanities More than Ever](#)"



*Ghost in the Tamarind*: A Novel [available [here](#)]

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யாதும் ஊரே, யாவரும் கேளிர்  
[Yaadhum oore, yavarum kelir]  
Everywhere is my home, everyone my kin.  
--Kanian Poongundranar



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## Testimony in opposition to the Tenure PIG

1 message

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**Karen Pellegrin** <karen3@hawaii.edu>  
To: bor.testimony@hawaii.edu  
Cc: Christian Fern <fern@uhpa.org>, Jean Ippolito <jippolit@hawaii.edu>

Mon, Oct 18, 2021 at 12:23 PM

Aloha, please see my testimony attached...

**Karen L. Pellegrin, PhD, MBA**  
Director of Continuing Education & Strategic Planning, Daniel K. Inouye College of Pharmacy

Founding Director, Center for Rural Health Science

Hale Kiho'ihoi, Room 247

University of Hawai'i at Hilo

[200 W. Kawili St.](#)

[Hilo, HI 96720](#)

Cell: (713) 898-7552

<http://pharmacy.uhh.hawaii.edu/faculty-staff/karenpellegrin>

<https://www.linkedin.com/in/karenpellegrin>

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 **BoR.testimony.tenure.Pellegrin.pdf**  
166K

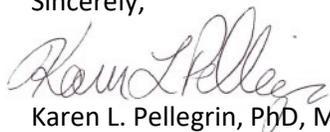
Dear UH Regents,

I am writing in opposition to the recommendations made by the “Tenure PIG” and in strong support of the dissenting statement by Christian Fern, Executive Director of UHPA, as well as the UH Hilo Faculty Congress Statement in Opposition to the Tenure PIG. In addition, I request that you consider the following:

- 1) The Tenure PIG report states: “*The purpose of this final report is **to share the resultant findings and recommendations of the Permitted Interaction Group on Tenure (“Task Group”) with the full Board of Regents (“Board”).**” In fact, **there are no “resultant findings” to be found in the report**, only unsubstantiated recommendations to change policies with no rationale and no evidence of any meaningful assessment or analysis.*
- 2) The Tenure PIG report states: “*As a natural outgrowth of the Task Group’s discussions, the Task Group **posed the following questions**: How might we... 1. Improve, modernize, and simplify the tenure classification system? 2. Improve the periodic review process? 3. Ensure that tenure is awarded to positions that will fulfill enrollment requirements and strategic growth priorities?” In fact, **nowhere in the report are these questions addressed**, nor are the questions even operationalized in the report. Thus, there are no rational connections between the questions and the recommended policy changes.*
- 3) The Tenure PIG report recommends **sweeping changes to tenure for faculty**, but **fails to even mention the routine awarding of “fall back” tenure to executive/managerial personnel** upon initial appointment. Shouldn’t this have been addressed if the PIG genuinely aimed to “*ensure that tenure is awarded to positions that will fulfill enrollment requirements and strategic growth priorities*”?

As you consider the “Tenure PIG” report and related testimony, please also consider the well-documented half-century history of workload mismanagement at UH<sup>1</sup> which continues today<sup>2</sup>, the lawsuits and other grievances filed by faculty, the faculty votes censuring and demonstrating lack of confidence in UH leaders<sup>3</sup>, the growth of executive/managerial positions while faculty positions have decreased<sup>4</sup>, and the history of the legislature intervening in an effort to address UH problems as matters of statewide concern. ***Based on the evidence, wouldn’t it be more logical to conclude that there is a leadership problem at UH rather than a tenure problem?***

Sincerely,



Karen L. Pellegrin, PhD, MBA  
Full Specialist, tenured

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<sup>1</sup> <https://files.hawaii.gov/auditor/Reports/1997/97-9.pdf> (in particular, auditors reported that teaching “**equivalencies are poorly defined and sometimes suspect. We found examples where the equivalent credit for the same activity differed between faculty, the amount of the credit appearing to be simply what each faculty member needed to comply with the board’s teaching assignment policy**”)

<sup>2</sup> See current UHPA class grievances and recent UH Hilo Faculty Congress-approved “**Motion to Reverse and Prevent Adverse Actions Based Upon ‘Work-in-Progress’ Workload Data**”:  
<https://hilo.hawaii.edu/congress/motions/2020-2021/documents/motions/20-21/Motion20-21-025MotiononWorkloadIssuesARB.pdf>)

<sup>3</sup> For example, see <https://hilo.hawaii.edu/congress/motions/2020-2021/documents/motions/20-21/StatementonBudgetCutsADA.pdf> and <https://www.hawaii.edu/uhmfs/issues/resolution-censuring-the-manoa-chief-executive-officer-president-lassner-over-failure-to-conduct-meaningful-faculty-consultation-in-the-reorganization-process/>

<sup>4</sup> <https://www.uhpa.org/academic/lipstick-wont-help-this-tenure-pig-mess/>



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## Report of the Tenure Permitted Interaction Group

1 message

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**Brent Hirata** <bhirata@hawaii.edu>  
To: bor.testimony@hawaii.edu

Mon, Oct 18, 2021 at 12:46 PM

To the University of Hawai'i Board of Regents,

My name is Brent Hirata and I am submitting this written testimony in opposition to the report of the Tenure Task Group. The report proposes eliminating tenure for faculty who are not providing direct instruction, with the exception of librarian faculty. I am asking the Board of Regents to vote no on accepting the report of the Tenure Task Group.

As a non-instructional faculty member, I am an Instructional Designer and Educational Technologist. I believe that my profession is deserving of tenure. I have been employed in the UH system for approximately 15 years.

Regarding the report from the Tenure Task Group, and the potential subsequent impact, I am most concerned that:

- No faculty were involved in the process and discussions with the Tenure Task Group which I feel has resulted in the oversight of the significant role and contributions that non-instructional faculty make to maintaining a strong campus community of adept instructors and successful students.
- As emphasized during the rapid shift to online learning by the pandemic, Non-instructional faculty support administration, instruction, and students by bridging the gap going beyond being technical experts to also provide their insights, advocacy, a tenured voice and leadership to their campuses which in turn guides hundreds of colleagues and thousands of students to and through new ways of learning.
- The pandemic has only highlighted the disparities between college-graduate and high school graduates; thus having a successful post-secondary education system that includes quality online courses designed with guidance and feedback from well researched non-instructional faculty is critical to the success of our students who will impact the future workforce diversity of our State.

Thank you for your time and again I am asking that you VOTE NO on the report from the Tenure Task Group.

Sincerely,

Brent Hirata  
Professor CC, Educational Media Center  
Leeward Community College



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## Report of the Tenure Permitted Interaction Group

1 message

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**Warren Walker** <warrenwa@hawaii.edu>  
To: bor.testimony@hawaii.edu

Mon, Oct 18, 2021 at 12:48 PM

To the University of Hawai'i Board of Regents,

My name is Warren Wailani Walker and I am submitting this written testimony in opposition to the report of the Tenure Task Group. The report proposes eliminating tenure for faculty who are not providing direct instruction, with the exception of librarian faculty. I am asking the Board of Regents to vote no on accepting the report of the Tenure Task Group.

As a non-instructional tenure track faculty member, I am a special population counselor at HawCC and I believe that my profession is deserving of tenure. I have been employed in the UH system since 2012 as a lecturer, grant-funded, causal-hire, emergency-hire, performance-funded, and now tenure track for approximately 2 years.

Regarding the report from the Tenure Task Group and the potential subsequent impact, I am most concerned that:

- No faculty were involved in the process and discussions with the Tenure Task Group
- The "C" classification of community college faculty was not mentioned in the report, despite the UHCCs being the majority of the UH system
- Non-instructional faculty are being disregarded as subject matter experts in their professions. These professions require advanced degrees to serve the needs of students with disabilities, student development, student identity, student exploration of careers and majors, first-year students, returning adult students, mental health, instructional design, library science, and more. Advanced degrees in these professions are not typically held by instructional faculty, as they are subject matter experts in their own areas of expertise and rely on non-instructional faculty to meet student needs in these areas.
- The report appears to have gone beyond the scope the regents asked for at the February 2021 meeting, which was specifically to review and investigate the issue of tenure (history, purpose); look outside of UH (evolution of, current views and developments on tenure) and at UH itself (the current process, criteria, and decision making on tenure)
- The report states that the proposed changes might improve the tenure classification system, but it does not explicitly state how these proposed changes would do that, nor was any data provided to support these claims
- Community College faculty will be required to shift their focus to research, which inherently takes away from the essential services that both instructional and non-instructional faculty provide
- Support services to students that are provided by non-instructional faculty will be reduced, which is of particular importance at the community college level, where the student population requires more support
- Community colleges and support staff are critical to State initiatives like [55 by '25](#) that emphasize the importance of post-secondary education that often begins at the two-year institutions. The pandemic has only highlighted the disparities between college-graduate and high school graduates; thus post-

secondary education that includes college and career counseling provided by our non-instructional faculty is critical to the economic and social health of our State.

- The periodic review process is proposed to be modified and will involve administration approval, which deviates from the faculty-driven developmental process that is supported by the Hawaii Labor Relations Board
- Tenured faculty have a contract with the University, and the report does not address the legal matters that would arise, nor a plan for the legal costs associated with the proposed changes

Thank you for your time, and again I am asking that you **VOTE NO** on the report from the Tenure Task Group.

Sincerely,

Warren Wailani Walker  
Special Population Counselor  
Hawai'i Community College

--

Mahalo nui loa,  
Warren "Wailani" Walker, MSW.

*Veterans & Special Populations  
Hawai'i Community College  
& Pālanui Campus  
Instructor/Counselor  
Division of Students Affairs  
(808) 934-2702  
[warrenwa@hawaii.edu](mailto:warrenwa@hawaii.edu)*

**‘A‘ohe pau ka ‘ike i ka hālau ho‘okahi.**  
*All knowledge is not learned in just one school.*  
[One can learn from many sources.]  
*Pukai, Mary Kawena*

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All sensitive documents with personal identifiable information should be mailed, brought in-person, or file drop (encrypted email) <https://www.hawaii.edu/filedrop/> to: [warrenwa@hawaii.edu](mailto:warrenwa@hawaii.edu).

Please DO NOT send sensitive information via non-encrypted email

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## Report of the Tenure Permitted Interaction Group

1 message

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Yen Mimi <liangmei@hawaii.edu>  
To: bor.testimony@hawaii.edu

Mon, Oct 18, 2021 at 1:07 PM

To the University of Hawai'i Board of Regents,

My name is Mimi Yen and I am submitting this written testimony in opposition to the report of the Tenure Task Group. The report proposes eliminating tenure for faculty who are not providing direct instruction, with the exception of librarian faculty. I am asking the Board of Regents to **VOTE NO** on accepting the report of the Tenure Task Group.

As a counseling faculty member, I believe that my profession is deserving of tenure. I have been employed at Kapi'olani Community College for 22 years, serving the international student population. Since I started, international student enrollment has tripled as of prior to the pandemic. During my tenure, I am able to use my expertise and experience to service and support this population, assisting their culture adjustment and academic transition to the college, as well as proactively addressing their risk factors such as language and culture barriers and safety issues. Without Tenure, there would have been disruption in services and the level of support would suffer. Now that we are approaching the end of the pandemic, international students are making plans to return largely due to the consistency and the quality of student support they've received on our campus.

What I love about working in the community college is the spirit of Open Door policy that draws a diverse student population who seek education opportunities for betterment of their future. Along with my UHCC non-instructional colleagues, I know how much it takes to support each student and the level of expertise that it requires. I am quite concerned that non-instructional faculty are being disregarded as subject matter experts in their professions. These professions require advanced degrees to serve the needs of students with disabilities, students with limited English abilities, students unsure about their careers and majors, first generation college students, immigrant students, returning adult students, mental health, student parents and more. Advanced degrees in these professions are not typically held by instructional faculty, as they are subject matter experts in their own areas of expertise and rely on non-instructional faculty to meet student needs in these areas.

Regarding the report from the Tenure Task Group, and the potential subsequent impact, I am most concerned that:

- No faculty were involved in the process and discussions with the Tenure Task Group
- The report appears to have gone beyond the scope the regents asked for at the February 2021 meeting, which was specifically to review and investigate the issue of tenure (history, purpose); look outside of UH (evolution of, current views and developments on tenure) and at UH itself (the current process, criteria, and decision making on tenure)
- The report states that the proposed changes might improve the tenure classification system, but it does not explicitly state how these proposed changes would do that, nor was any data provided to support these claims
- Community College faculty will be required to shift their focus to research, which inherently takes away from the essential services that both instructional and non-instructional faculty provide
- Support services to students that are provided by non-instructional faculty will be reduced, which is of particular importance at the community college level, where the student population requires more support
- Community colleges and support staff are critical to State initiatives like [55 by '25](#) that emphasize the importance of post-secondary education that often begins at the two-year institutions. The pandemic has only highlighted the disparities between college-graduate and high school graduates; thus post-secondary education that includes college and career counseling provided by our non-instructional faculty is critical to the economic and social health of our State.
- The periodic review process is proposed to be modified, and will involve administration approval, which deviates from the faculty-driven developmental process that is supported by the Hawaii Labor Relations Board
- Tenured faculty have a contract with the University, and the report does not address the legal matters that would arise, nor a plan for the legal costs associated with the proposed changes

Thank you for your time, and again I am asking that you VOTE NO on the report from the Tenure Task Group.

Sincerely,

Mimi Yen, Counselor  
[International Student Program](#)  
Kapi`olani Community College  
Phone: (808) 734-9512  
Email: [liangmei@hawaii.edu](mailto:liangmei@hawaii.edu)

**Resource Links for Students:**

[ISP International Student Handbook](#)  
[COVID-19 KapCC Campus Information](#)  
[UH Online Remote Learning Resources](#)  
[UH Information Technology Services](#)  
[UH Vaccination and Testing Policy](#)

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## Report of the Tenure Permitted Interaction Group

1 message

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**Brenda Kwon** <bkwon@hawaii.edu>  
To: bor.testimony@hawaii.edu

Mon, Oct 18, 2021 at 1:29 PM

To the University of Hawai'i Board of Regents,

My name is Brenda Kwon and I am an Associate Professor in the Language Arts Department at Honolulu Community College. I have been employed in the UH system for approximately 20 years.

I am submitting this written testimony in opposition to the report of the Tenure Task Group. The report proposes eliminating tenure for faculty who are not providing direct instruction, with the exception of librarian faculty, and eliminating the current C classification for community college faculty and placing them in a category that requires research and scholarship, which would pull the instructional faculty out of the classroom. I am asking the Board of Regents to vote no on accepting the report of the Tenure Task Group.

As an instructional faculty member, I have the following concerns:

- I believe that the roles and responsibilities of non-instructional faculty members are critical to the success of students
- The roles and responsibilities of non-instructional faculty absorb various aspects of supporting students which ultimately supports my ability to focus on teaching
- The work of non-instructional faculty would not go away, and I do not have additional time nor expertise to absorb all of the duties and responsibilities that non-instructional faculty provide
- The proposal to eliminate tenure for non-instructional faculty would inherently decrease the number of positions, leading to a reduction in the quality of support services to students
- Support services to students that are provided by non-instructional faculty will be reduced, which is of particular importance at the community college level, where the student population requires more support for academic success
- Community colleges and support staff are critical to State initiatives like [55 by '25](#) that emphasize the importance of post-secondary education that often begins at the two-year institutions. The pandemic has only highlighted the disparities between college-graduate and high school graduates; thus post-secondary education that includes college and career counseling provided by our non-instructional faculty is critical to the economic and social health of our State.
- Non-instructional faculty are being disregarded as subject matter experts in their professions. These professions require advanced degrees to serve the needs of students with disabilities, student development, student identity, student exploration of careers and majors, first-year students, returning adult students, mental health, instructional design, library science, and more. Advanced degrees in these professions are not typically held by instructional faculty, as they are subject matter experts in their own areas of expertise and rely on non-instructional faculty to meet student needs in these areas.

Regarding the report from the Tenure Task Group, I am most concerned that:

- No community college or four year institution faculty were involved in the process and discussions with the Tenure Task Group

- The report appears to have gone beyond the scope the regents asked for at the February 2021 meeting, which was specifically to review and investigate the issue of tenure (history, purpose); look outside of UH (evolution of, current views and developments on tenure) and at UH itself (the current process, criteria, and decision making on tenure).
- The report states that the proposed changes might improve the tenure classification system, but it does not explicitly state how these proposed changes would do that, nor was any data provided to substantiate these claims
- Community College faculty will be required to shift their focus to research, which inherently takes away from the essential services that both instructional and non-instructional faculty provide, and would require a substantial additional cost to the college as the instructional faculty would need course release time to handle this new set of requirements
- The services non-instructional faculty provide have been deemed as non-essential and not worthy of being a constant service at our colleges
- The periodic review process is proposed to be modified, and will involve administration approval, which deviates from the faculty-driven developmental process that is supported by the Hawaii Labor Relations Board

Thank you for your time, and again I am asking that you VOTE NO on the report from the Tenure Task Group.

Sincerely,

Brenda Kwon  
Associate Professor  
Honolulu Community College

--

**Brenda Kwon, Ph.D. (she/her/hers)**  
Associate Professor  
Language Arts  
University of Hawai'i  
Honolulu Community College



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## Submission of Testimony to the October 21 Board meeting

1 message

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**Denise Konan** <konan@hawaii.edu>  
To: bor.testimony@hawaii.edu  
Cc: Diane Chang <dianec@hawaii.edu>

Mon, Oct 18, 2021 at 1:37 PM

Dear Chair,  
I am writing to submit testimony on Tenure Permitted Action Group.  
Sincerely,

Denise Eby Konan, Ph.D.  
College of Social Sciences | Dean  
Mānoa Academy | Dean  
Northeast Asia Economic Forum | President  
Department of Economics | Professor  
UHERO | Fellow

University of Hawaii at Mānoa  
Hawai'i Hall 310 | Honolulu, HI 96822  
808.956.6570  
[konan@hawaii.edu](mailto:konan@hawaii.edu) (e-mail)  
dekonan (WeChat)

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 **Final Konan-PIG-Testimony2021.pdf**  
186K



October 18, 2021

Dear Regents,

Members of the UH Board of Regents' Permitted Interaction Group on Tenure (Task Force) have submitted a report to the greater Board, with deliberation and decision-making scheduled for the BOR's October 21, 2021 meeting. With respect, the leadership of the College of Social Sciences asks that decision-making on this important topic be postponed to allow good-faith and meaningful consultation with UH faculty.

Significant changes to UH's tenure procedures require more time and attention, especially before a pending WASC accreditation visit. The Task Force's report stems from a misunderstanding with the process, which is discouraging and troubling. But, as voiced by other testifiers, the role of tenure is to safeguard academic freedom, attract outstanding scholars, decrease faculty turnover, provide due process as researchers take risks in their research and scholarship, and maintain a stable learning environment for students.

Our concerns include:

1. Addition of **"Before recruitment for tenure-track positions occurs, and before award of tenure, the administration shall ensure that . . . there are no qualified faculty in other units that are available and that could meet the needs of the hiring unit."** Ongoing hiring of new tenure-track faculty is vital to advancing modern and vibrant academic programs. Curtailing faculty hiring risks deteriorating the quality and reputation of our degree offerings, research, and contributions to the community.

While the encouragement to share faculty across units may be beneficial, UH does support these efforts already. Perhaps the UH administration can be encouraged to enhance support for new methods of cross-appointments, courtesy appointments, or shared appointments, which would allow a faculty member's expertise to contribute predictably across multiple programs. A model practice already exists in the form of "affiliate graduate faculty" appointments.

2. Addition of **"Before recruitment for tenure-track positions occurs, and before award of tenure, the administration shall ensure that . . . the position fulfills current enrollment requirements and STRATEGIC GROWTH PRIORITIES for the university and the State."** If ultimate decisions about the granting of faculty tenure can be based on "strategic growth priorities," this constitutes a moving target depending on who the UH president is at any given time, the majority of regents at any given time

(since the UH President reports to the BOR), and what “hot topics” are in the news. The CSS is sensitive to recent events that illustrate the importance of tenure to our faculty. For example, in 2019, when UH faculty joined the protest at Maunakea over the building of the Thirty Meter Telescope, what would have resulted if President Lassner and/or a majority of BOR members had decided that participating untenured UH faculty were not acting in the best interests of the university’s “strategic growth priorities” and therefore should not be granted tenure based on this one issue?

3. Addition of **“Tenured and Tenure Track Faculty shall be engaged in direct instruction consisting of active engagement with students in the classroom or applied venues, and/or oversight and supervision of internships, clinical work, applied learning, theses, and dissertations.”** This requirement describes a component of Instructional Faculty responsibilities but excludes other important faculty duties including basic and applied research, extension, and student services. Within the CSS, faculty are performing significant community-based research within the Social Sciences Research Institute (SSRI), including the UH Economic Research Organization (UHERO). While students are often involved in these research endeavors, the primary focus may be to provide research that meets State needs. Other faculty specialists in CSS apply scholarship to student learning through civic engagement, service learning, academic advising, and professional development. These beyond-the-classroom activities vitally support student learning and success.
4. Addition of **“Tenured faculty shall participate in a periodic review at least once every five years.”** The collective bargaining contract already provides for periodic review. Modifications to this process are best addressed through the existing collective bargaining processes.

Given the far-reaching ramifications of changes to the tenure process, we ask that the university be afforded additional time to engage in meaningful dialogue with faculty. Prematurely approving the Task Force’s Resolution at your October meeting may result in unintended consequences that would negatively impact UH and Hawai‘i.

Sincerely,

*Denise Konan*

Denise Eby Konan  
Dean, College of Social Sciences

## Public Testimony Form - University of Hawaii Board of Regents

*Please provide your testimony on this form for the next University of Hawaii Board of Regents meeting. Make sure you include all the requested information so that the Board of Regents is able to clearly understand the testimony provided.*

Your Name (required) \*

Michelle Nathan

Your Organization (optional)

Your e-mail address (in case we need to reach you) \*

mhw@hawaii.edu

Board of Regents Agenda Item (required) \*

BOR VII.B. Final Report and Dissolution of the Tenure Permitted Interaction Group

Your Position (required) \*

Comments Only

### Your Testimony/Comments

I do not have an issue with BOR doing research on this topic and gathering information in order to evaluate the effectiveness of certain policies and procedures at the University. However, what I do take great offense to is the process in which they have conducted this research regarding tenure. People in positions of power are always gripping about why the people under them distrust them and always fight them when they are making decisions. It's because of situations like these where that distrust comes from. I understand that there are things that can't be conveyed to the faculty below administration, but trying to keep open communication and honesty is the best policy. But these actions don't promote or are not conducive to creating an open and trusting environment between administration and faculty. I don't claim to know what it is like to be in a position of power, but I do know that proper and appropriate consultation needs to happen when it comes to someone's livelihood. Administration is there to help not only the institution but also the faculty who work there. If those faculty have to be concerned about their jobs, then they won't be able to

produce the quality research that they do now. Tenure also protects the information that these faculty produce. Our University could discover the cure for cancer tomorrow, and if the faculty do not have tenure, they can go and find the highest bidder and jump ship the next day. Then the credit would not lie with our University but another. We are not only protecting our livelihoods (since living in Hawaii is expensive) but also the information. Please consider continuing the tenure process as it not only benefits the administration but also the people who call Hawaii their home.

[Your Testimony \(pdf or word\)](#)

No file attached

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## Public Testimony Form - University of Hawaii Board of Regents

*Please provide your testimony on this form for the next University of Hawaii Board of Regents meeting. Make sure you include all the requested information so that the Board of Regents is able to clearly understand the testimony provided.*

Your Name (required) \*

Sterling Foster

Your Organization (optional)

Your e-mail address (in case we need to reach you) \*

skfoster@hawaii.edu

Board of Regents Agenda Item (required) \*

BOR VII.B. Final Report and Dissolution of the Tenure Permitted Interaction Group

Your Position (required) \*

Oppose

Your Testimony/Comments

The reputation, and enrollment, of a university college are supported by the expertise of the faculty and their ability to maintain standards. Parents and students want a degree that is worth something. That worth is measure in knowledge provided by experts in their fields.

How do you get and keep an expert?

Your Testimony (pdf or word)

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## Public Testimony Form - University of Hawaii Board of Regents

*Please provide your testimony on this form for the next University of Hawaii Board of Regents meeting. Make sure you include all the requested information so that the Board of Regents is able to clearly understand the testimony provided.*

Your Name (required) \*

Gabriel Peckham

Your Organization (optional)

Honolulu Community College

Your e-mail address (in case we need to reach you) \*

peckham@hawaii.edu

Board of Regents Agenda Item (required) \*

BOR VII.B. Final Report and Dissolution of the Tenure Permitted Interaction Group

Your Position (required) \*

Comments Only

Your Testimony/Comments

I am writing in support of tenure for all faculty across the UH system and in opposition of the final report and recommendations of the BOR Tenure PIG. There was no faculty representation at these meetings. For this reason, attempts to validate or legitimize these decisions will only sow distrust throughout the UH system. Education may be going through a transformation but that is no reason for hasty, slash-and-burn decisions made in secret. This should be a time for creative problem solving, that in the long term are good for both higher education profits and quality.

Your Testimony (pdf or word)

## Public Testimony Form - University of Hawaii Board of Regents

*Please provide your testimony on this form for the next University of Hawaii Board of Regents meeting. Make sure you include all the requested information so that the Board of Regents is able to clearly understand the testimony provided.*

Your Name (required) \*

Frank Zelko

Your Organization (optional)

University of Hawaii at Manoa

Your e-mail address (in case we need to reach you) \*

fzelko@hawaii.edu

Board of Regents Agenda Item (required) \*

BOR VII.B. Final Report and Dissolution of the Tenure Permitted Interaction Group

Your Position (required) \*

Oppose

Your Testimony/Comments

Dear Board of Regents Members:

As a relatively new faculty member, I am deeply disheartened by your decision to pursue a matter that is entirely antithetically to the well-being of the university you oversee. Had I known that I would be working for an institution that was considering eroding tenure, I would not have left my previous university. Even just discussing this issue in the way the BOR has done will likely have a deleterious impact when it comes to attracting top class faculty to UH. It will also endanger reaccreditation efforts. Some of you come from the corporate sector: to put your actions into some kind of context which might resonate with you, what you are doing is the equivalent of a corporate board eliminating performance bonuses. No ambitious or talented employee is likely to remain at, or apply to work with, such a company.

The BOR's action is egregious from every perspective. It will leave a stain on the university for years to come. The only way to fix this now is for the BOR members responsible for this PIG to immediately drop the issue, apologize to all UH employees, and resign from the Board. Only a new board that is untainted by your actions can begin to rescue the university's reputation from this travesty.

Yours sincerely,  
Frank Zelko

[Your Testimony \(pdf or word\)](#)

No file attached

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## Actions

Close

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## Public Testimony Form - University of Hawaii Board of Regents

*Please provide your testimony on this form for the next University of Hawaii Board of Regents meeting. Make sure you include all the requested information so that the Board of Regents is able to clearly understand the testimony provided.*

Your Name (required) \*

Wayne Lewis

Your Organization (optional)

Pacific Center for Advanced Technology Training, Honolulu Community College

Your e-mail address (in case we need to reach you) \*

waynel@math.hawaii.edu

Board of Regents Agenda Item (required) \*

BOR VII.B. Final Report and Dissolution of the Tenure Permitted Interaction Group

Your Position (required) \*

Comments Only

Your Testimony/Comments

My wife is a real estate agent, so it has been difficult financially at times. There is no doubt that our older daughter working locally in hospice care as a doctor of nursing practice is able to serve the local community in this capacity as a result of the stability tenure provided our family during these challenging times. Our younger daughter plans to return to the islands after completing her neuroradiology residency at the University of Chicago, where the previous UHCC VP was treated successfully he will tell you; the experience of working at the intake hospital for the vast majority of gunshot victims in south Chicago are treated will prove uniquely valuable to Hawaii patients upon her return; the opportunities afforded to our younger daughter are a result of the stability tenure provided our family during difficult times. Tenure is an investment. In my case the investment brings huge returns in the form of quality healthcare for Hawaii residents. Aloha, Wayne



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## Written Testimony in Opposition to the Report of the Tenure Task Group

1 message

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**Ann Inoshita** <ati@hawaii.edu>  
To: bor.testimony@hawaii.edu

Mon, Oct 18, 2021 at 3:07 PM

Good afternoon,

My name is Ann Inoshita, and I am an Assistant Professor in the Language Arts Division at Leeward Community College. I have been employed in the UH system for approximately 13 years.

I am submitting this written testimony in opposition to the report of the Tenure Task Group. The report proposes eliminating tenure for faculty who are not providing direct instruction, with the exception of librarian faculty, and eliminating the current C classification for community college faculty and placing them in a category that requires research and scholarship, which would pull the instructional faculty out of the classroom. Therefore, I am asking the Board of Regents to vote no on accepting the report of the Tenure Task Group.

As an instructional faculty member, I have the following concerns:

- I believe that the roles and responsibilities of non-instructional faculty members are critical to the success of students.
- The roles and responsibilities of non-instructional faculty absorb various aspects of supporting students, ultimately supporting my ability to focus on teaching.
- The work of non-instructional faculty would not go away, and I do not have the additional time nor expertise to absorb all of the duties and responsibilities that non-instructional faculty provide.
- The proposal to eliminate tenure for non-instructional faculty would inherently decrease the number of positions, reducing the quality of support services to students.
- Support services to students provided by non-instructional faculty will be reduced, which is of particular importance at the community college level, where the student population requires more support for academic success.
- Community colleges and support staff are critical to State initiatives like 55 by '25 that emphasize the importance of post-secondary education that often begins at the two-year institutions. The pandemic has only highlighted the disparities between college-graduate and high school graduates; thus post-secondary education that includes college and career counseling provided by our non-instructional faculty is critical to the economic and social health of our State.
- Non-instructional faculty are being disregarded as subject matter experts in their professions. These professions require advanced degrees to serve the needs of students with disabilities, student development, student identity, student exploration of careers and majors, first-year students, returning adult students, mental health, instructional design, library science, and more. Advanced degrees in these professions are not typically held by instructional faculty, as they are subject matter experts in their own areas of expertise and rely on non-instructional faculty to meet student needs in these areas.

Regarding the report from the Tenure Task Group, I am most concerned that:

- No community college or four-year institution faculty were involved in the process and discussions with the Tenure Task Group.
- The report appears to have gone beyond the scope the regents asked for at the February 2021 meeting, which was specifically to review and investigate the issue of tenure (history, purpose); look outside of UH (evolution of, current views and developments on tenure) and at UH itself (the current process, criteria, and decision making on tenure).
- The report states that the proposed changes might improve the tenure classification system. Still, it does not explicitly state how these proposed changes would do that, nor was any data provided to substantiate these claims.
- Community College faculty will be required to shift their focus to research, which inherently takes away from the essential services that instructional and non-instructional faculty provide. This shift would require a substantial additional cost to the college as the instructional faculty would need course release time to handle this new set of requirements.

- The services non-instructional faculty provide have been deemed non-essential and not worthy of being a continuous service at our colleges.
- The report proposes a modification to the periodic review process. This modification will involve administration approval, deviating from the faculty-driven developmental process that the Hawaii Labor Relations Board supports.

Thank you for your time, and again **I am asking that you VOTE NO on the report from the Tenure Task Group.**

Sincerely,

Ann Inoshita  
Assistant Professor  
Leeward Community College

--

Ann Inoshita, Assistant Professor  
Developmental Education English Coordinator  
[Creator of The Reading Room](#)  
Leeward Community College  
Language Arts Division  
[96-045 Ala Ike](#)  
[Pearl City, HI 96782](#)  
Email: [ati@hawaii.edu](mailto:ati@hawaii.edu)

## Public Testimony Form - University of Hawaii Board of Regents

*Please provide your testimony on this form for the next University of Hawaii Board of Regents meeting. Make sure you include all the requested information so that the Board of Regents is able to clearly understand the testimony provided.*

Your Name (required) \*

Shawn Ford

Your Organization (optional)

Kapi'olani Community College faculty

Your e-mail address (in case we need to reach you) \*

sford@hawaii.edu

Board of Regents Agenda Item (required) \*

BOR VII.B. Final Report and Dissolution of the Tenure Permitted Interaction Group

Your Position (required) \*

Oppose

Your Testimony/Comments

I add my voice to the UH community college faculty and staff who oppose the final report of the Tenure PIG. It's destructive, it's impractical, and it's ignorant of the role, mission, and function of the community college within the UH System. This is a political issue that should have never been legitimated by the BOR. The Hawai'i state senator who proposed this resolution has a long history of undermining the UH System, faculty and staff. If anything, it should be EASIER for UH community college faculty to get tenure and promotion, and their workload should be reduced from 5/4 to at least 4/3 due to the value-added benefits to the state, with their tremendous workload demands to design and provide high-quality instruction, serve the institution and system, contribute to their communities, and develop themselves professionally.

## Public Testimony Form - University of Hawaii Board of Regents

*Please provide your testimony on this form for the next University of Hawaii Board of Regents meeting. Make sure you include all the requested information so that the Board of Regents is able to clearly understand the testimony provided.*

Your Name (required) \*

Betsy Gilliland

Your Organization (optional)

University of Hawaii Manoa

Your e-mail address (in case we need to reach you) \*

egillila@hawaii.edu

Board of Regents Agenda Item (required) \*

BOR VII.B. Final Report and Dissolution of the Tenure Permitted Interaction Group

Your Position (required) \*

Oppose

Your Testimony/Comments

Your Testimony (pdf or word)

[GEC Opposition to PIG 2021.pdf](#) (140.8 kB)



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## Testimony from Laurie Libarios (LeeCC)

1 message

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**Laurie Libarios** <lauriel@hawaii.edu>  
To: bor.testimony@hawaii.edu

Mon, Oct 18, 2021 at 4:05 PM

To the University of Hawai'i Board of Regents,

My name is Laurie Toma Libarios and I am submitting this written testimony in opposition to the report of the Tenure Task Group. The report proposes eliminating tenure for faculty who are not providing direct instruction, with the exception of librarian faculty. I am asking the Board of Regents to vote no on accepting the report of the Tenure Task Group.

As a non-instructional faculty member, I believe that ALL non-instructional faculty is deserving of tenure. I have been employed in the UH system for approximately 27 years.

Regarding the report from the Tenure Task Group, and the potential subsequent impact, I am most concerned that:

- No faculty were involved in the process and discussions with the Tenure Task Group
- The "C" classification of community college faculty was not mentioned in the report, despite the UHCCs being the majority of the UH system
- Non-instructional faculty are being disregarded as subject matter experts in their professions. These professions require advanced degrees to serve the needs of students with disabilities, student development, student identity, student exploration of careers and majors, first-year students, returning adult students, mental health, instructional design, library science, and more. Advanced degrees in these professions are not typically held by instructional faculty, as they are subject matter experts in their own areas of expertise and rely on non-instructional faculty to meet student needs in these areas.
- The report appears to have gone beyond the scope the regents asked for at the February 2021 meeting, which was specifically to review and investigate the issue of tenure (history, purpose); look outside of UH (evolution of, current views and developments on tenure) and at UH itself (the current process, criteria, and decision making on tenure)
- The report states that the proposed changes might improve the tenure classification system, but it does not explicitly state how these proposed changes would do that, nor was any data provided to support these claims
- Community College faculty will be required to shift their focus to research, which inherently takes away from the essential services that both instructional and non-instructional faculty provide
- Support services to students that are provided by non-instructional faculty will be reduced, which is of particular importance at the community college level, where the student population requires more support
- Community colleges and support staff are critical to State initiatives that often begins at the two-year institutions. The pandemic has only highlighted the disparities between college-graduate and high school graduates; thus post-secondary education that includes college and career counseling provided by our non-instructional faculty is critical to the economic and social health of our State.

- The periodic review process is proposed to be modified, and will involve administration approval, which deviates from the faculty-driven developmental process that is supported by the Hawaii Labor Relations Board
- Tenured faculty have a contract with the University, and the report does not address the legal matters that would arise, nor a plan for the legal costs associated with the proposed changes

Thank you for your time, and again I am asking that you VOTE NO on the report from the Tenure Task Group.

Sincerely,

*Laurie Toma Libarios*  
*Counselor*  
*Leeward Community College*  
*(808) 455-0420*



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## Comment on PIG tenure report

1 message

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**Mark Wright** <markwright@me.com>  
To: bor.testimony@hawaii.edu

Mon, Oct 18, 2021 at 4:06 PM

To: Board of Regents, University of Hawaii

18 October 2021

Re: PIG proposal pertaining to tenure at University of Hawaii (UH)

To whom it may concern

I am sure there will be many objections to the proposals made in the PIG report of September 10, 2021. I agree that the report proposes a number of modifications to the tenure system at UH which are inappropriate or based upon misunderstanding of the procedure for obtaining tenure, and the very reason for the existence of a tenure system. For this reason, I oppose the recommendations of the PIG report.

I also wish to add a comment pertaining to Extension Specialists in the College of Tropical Agriculture and Human Resources (CTAHR). The PIG report perspective on these faculty was unclear to me. Extension Specialists in CTAHR are hired with the expectation that they are equal rank to assistant professors / researchers (and higher ranks), and engage in instruction, research, and agricultural extension. CTAHR Extension Specialists thus function in exactly the same way as other academic faculty at UH (teach classes, advise graduate students (M.S. and Ph.D.), conduct research, obtain grants, publish peer-reviewed research), with the exception that a portion of their time is dedicated to Extension activities. This should be considered when discussing tenure for CTAHR Extension Specialists.

Your sincerely,

Mark G Wright

(Entomologist and extension specialist, CTAHR-PEPS)

Email: [markwright@me.com](mailto:markwright@me.com)



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## Opposition to BOR Reso 21-06

1 message

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**Eiko Kosasa** <ekosasa@hawaii.edu>  
To: bor.testimony@hawaii.edu

Mon, Oct 18, 2021 at 4:23 PM

Dear University of Hawai'i Board of Regents

I **oppose UH BOR Resolution 21-06** and **strongly urge you to vote against it** for several reasons. The final report by the Permitted Interaction Group on Tenure (PIG) did not fulfill its task to review and investigate the issue of tenure. Rather, the PIG's final report reads like an "old boy's network" type of document where nothing needed to be proven because the recommendations were decided before PIG was even established. This type of reporting has no place in an institution of higher education. Moreover, it represents the University in an unflattering way.

Please vote against the Reso 21-20 because **the PIG's final report:**

- Did not describe the current tenure system as it exists today.** Rather the report is a skimpy outline identifying its membership, the areas of focus for investigation, the questions for investigation, and its final recommendations. However, the heart of the investigation, namely a description of the current tenure system, is missing! How can alterations occur on a system when the system is not explained.

- Did not present an argument** on why the revision of the current tenure system is necessary. Tenure protects **academic freedom** for faculty not only in the classroom but in the very way the university is organized. Non-instructional faculty need to remain as faculty so their creative and innovative services to our students and to the running of the university can continue.

- Did not provide any evidence** to substantiate its logic and hence its recommendations. Not even a simple table on the strengths and weaknesses of the current tenure system was provided. Our undergraduate students would receive a failing grade if they submitted this PIG report for an assignment.

- Did not include any current faculty in its membership.** Although PIG may not have appointed the members, it did not bring this fact to the attention of the BOR before it began its work. How can faculty take the PIG's final report seriously?

As tenure only affects faculty, we need our voices in the conversation. **Please vote NO on BOR Reso 21-20.**

Thank you.

Sincerely,  
Eiko Kosasa, PhD  
Associate Professor CC, Political Science  
Chair, Social Sciences Division  
Leeward Community College



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## Testimony in Regard to the proposed action by the Permitted Interaction Group on Tenure

1 message

---

**Kenneth Tokuno** <ktokuno@gmail.com>  
To: bor.testimony@hawaii.edu

Mon, Oct 18, 2021 at 5:03 PM

To the Board:

Attached, please find my testimony in regard to the proposed actions on tenure for the University of Hawai'i.

Kenneth Tokuno

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\*\*\*\*\*

"The challenge of a moral life is to do nothing that needs forgiveness." Roger Ebert



**Testimony on UH Tenure.pdf**

125K

**45-667 Luluku Road  
Kaneohe, HI 96744**

**October 18, 2021**

\*\*\*\*\*

**DRAFT**

University of Hawai`i Board of Regents  
Bachman Hall  
Honolulu, HI 96822

To the Regents:

I am writing as an alumnus, former faculty and administrator within the University of Hawai`i System, about 30 years of which were spent at Manoa. I also spent 8 years with the University of Washington and am a graduate of the University of California at Davis, so I am very familiar with the procedures, structures and values of universities. I am assured that all Regents hold higher education in great regard as you volunteer your time and work in the service of the University. You aspire to see it be among the leading state universities in the nation and to work to improve it in all ways. Given that assurance, I am disappointed to learn that you are even considering the removal of tenure for faculty, because that may be the best policy possible to guarantee the total decline of the University of Hawai`i at Manoa.

Tenure is granted to faculty to ensure that they will have the freedom to pursue the research that they, as the foremost experts in their field, determine to be most relevant and valuable, as opposed to what the government, donors or other external forces perceive to be important. Tenure is granted to faculty to ensure that they will have the freedom to teach what they think is best for the education of their students, as opposed to repressive nations and systems that dictate what must be taught. Thus for both of these vital purposes, tenure is a reflection of the democratic ideals upon which the United States of America is conceived.

It is not surprising then that all of our benchmark and peer institutions, such as the University of Washington, the University of North Carolina, the University of Illinois and the University of Colorado all have tenure as well as Ivy League schools and most flagship state universities. Those campuses would all be more than willing to accept many of the fine faculty who would leave the Manoa campus if they no longer had tenure and Hawai`i would have a very difficult time in recruiting new faculty of any ability to come without the promise of tenure. In my time as the associate graduate dean, I became acquainted with a wide range of the faculty and learned to hold them in deep respect for their industry, integrity, initiative and intelligence. I do not believe that many of them would have been here if not for tenure.

I am sure that you also understand that a strong and independent faculty at Manoa brings in millions of dollars in grants to support research. Those who are able to do this are those least likely to remain here if they lack tenure and, again, there are many universities who would be very happy to hire them, given them tenure and thrive from the grant money they attract. Further, the research they do is of great benefit to the public whether they are

studying the effects of climate change on beaches and shorelines, the needs of autistic children, the effects of the pandemic on the economies of the islands or too many other vital matters to recount.

Based on personal experience I can tell you that the present processes of review for contract renewal and for tenure are rigorous, objective and thorough. The faculty are not of the type who will let anyone who does not rise to their high standards become a fully tenured colleague. In short, I can see no reason to replace tenure with any other procedure and many reasons that ending the current tenure system would be disastrous for the University of Hawai`i and thus for the entire State. I urge you to stay with the present system. Despite any rumors you might hear, it works better than most human endeavors can be expected to work.

Respectfully,

Kenneth A. Tokuno, BS, MA, MS, PhD



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## Report of the Tenure Permitted Interaction Group

1 message

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**Kenoalani Dela Cruz** <noa@hawaii.edu>  
To: bor.testimony@hawaii.edu

Mon, Oct 18, 2021 at 5:12 PM

To the University of Hawai'i Board of Regents,

Aloha mai kākou. My name is Kenoalani Dela Cruz and I am a counselor employed at Hawai'i Community College. I have been employed in the UH System for 20 years.

I am submitting this written testimony in opposition to the report of the Tenure Task Group. The report proposes eliminating tenure for faculty who are not providing direct instruction, with the exception of librarian faculty. As a non-instructional faculty member, I believe my profession is deserving of tenure. I am asking the Board of Regents to **vote no** on accepting the report of the Tenure Task Group.

Regarding the report from the Tenure Task Group, and the potential subsequent impact, I am most concerned that:

- No faculty were involved in the process and discussions with the Tenure Task Group
- The "C" classification of community college faculty was not mentioned in the report, despite the UHCCs being the majority of the UH system
- Non-instructional faculty are being disregarded as subject matter experts in their professions. These professions require advanced degrees to serve the needs of students with disabilities, student development, student identity, student exploration of careers and majors, first-year students, returning adult students, mental health, instructional design, library science, and more. Advanced degrees in these professions are not typically held by instructional faculty, as they are subject matter experts in their own areas of expertise and rely on non-instructional faculty to meet student needs in these areas.
- The report appears to have gone beyond the scope the regents asked for at the February 2021 meeting, which was specifically to review and investigate the issue of tenure (history, purpose); look outside of UH (evolution of, current views and developments on tenure) and at UH itself (the current process, criteria, and decision making on tenure)
- The report states that the proposed changes might improve the tenure classification system, but it does not explicitly state how these proposed changes would do that, nor was any data provided to support these claims
- Community College faculty will be required to shift their focus to research, which inherently takes away from the essential services that both instructional and non-instructional faculty provide
- Support services to students that are provided by non-instructional faculty will be reduced, which is of particular importance at the community college level, where the student population requires more support
- Community colleges and support staff are critical to State initiatives like [55 by '25](#) that emphasize the importance of post-secondary education that often begins at the two-year institutions. The pandemic has only highlighted the disparities between college-graduate and high school graduates; thus post-secondary education that includes college and career counseling provided by our non-instructional faculty is critical to the economic and social health of our State.
- The periodic review process is proposed to be modified, and will involve administration approval, which deviates from the faculty-driven developmental process that is supported by the Hawai'i Labor Relations Board
- Tenured faculty have a contract with the University, and the report does not address the legal matters that would arise, nor a plan for the legal costs associated with the proposed changes

Thank you for your time and attention. I ask that you **VOTE NO** on the report from the Tenure Task Group.

Sincerely,

Kenoalani Dela Cruz  
Counselor/Professor  
Hawai'i Community College



---

## Report of the Tenure Permitted Interaction Group

1 message

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**Tara Severns** <severns@hawaii.edu>  
To: bor.testimony@hawaii.edu

Mon, Oct 18, 2021 at 7:16 PM

To the University of Hawai'i Board of Regents,

My name is Tara Severns and I am submitting this written testimony in opposition to the report of the Tenure Task Group. The report proposes eliminating tenure for faculty who are not providing direct instruction, with the exception of librarian faculty. I am asking the Board of Regents to vote no on accepting the report of the Tenure Task Group.

As a librarian, I am submitting this testimony in solidarity with my fellow non-instructional faculty whose tenure options have been proposed to be eliminated. I have been employed in the UH system for 22 years.

Regarding the report from the Tenure Task Group and the potential subsequent impact, I am most concerned that:

- No faculty were involved in the process and discussions with the Tenure Task Group
- The "C" classification of community college faculty was not mentioned in the report, despite the UHCCs being the majority of the UH system
- Non-instructional faculty are being disregarded as subject matter experts in their professions. These professions require advanced degrees to serve the needs of students with disabilities, student development, student identity, student exploration of careers and majors, first-year students, returning adult students, mental health, instructional design, library science, and more. Advanced degrees in these professions are not typically held by instructional faculty, as they are subject matter experts in their own areas of expertise and rely on non-instructional faculty to meet student needs in these areas.
- The report appears to have gone beyond the scope the Regents asked for at the February 2021 meeting, which was specifically to review and investigate the issue of tenure (history, purpose); look outside of UH (evolution of, current views and developments on tenure) and at UH itself (the current process, criteria, and decision making on tenure)
- The report states that the proposed changes might improve the tenure classification system, but it does not explicitly state how these proposed changes would do that, nor was any data provided to support these claims
- Community College faculty will be required to shift their focus to research, which inherently takes away from the essential services that both instructional and non-instructional faculty provide
- Support services to students that are provided by non-instructional faculty will be reduced, which is of particular importance at the community college level, where the student population requires more support
- Community colleges and support staff are critical to State initiatives like [55 by '25](#) that emphasize the importance of post-secondary education that often begins at the two-year institutions. The pandemic has only highlighted the disparities between college-graduate and high school graduates; thus post-secondary education that includes college and career counseling provided by our non-instructional faculty is critical to the economic and social health of our State.

- The periodic review process is proposed to be modified and will involve administration approval, which deviates from the faculty-driven developmental process that is supported by the Hawaii Labor Relations Board
- Tenured faculty have a contract with the University, and the report does not address the legal matters that would arise, nor a plan for the legal costs associated with the proposed changes

Thank you for your time, and again I am asking that you VOTE NO on the report from the Tenure Task Group.

Sincerely,

Prof. Tara Severns, MLS  
Instruction Librarian & STEM Liaison  
Windward Community College

## Public Testimony Form - University of Hawaii Board of Regents

*Please provide your testimony on this form for the next University of Hawaii Board of Regents meeting. Make sure you include all the requested information so that the Board of Regents is able to clearly understand the testimony provided.*

Your Name (required) \*

Marielle Hampton

Your Organization (optional)

Your e-mail address (in case we need to reach you) \*

hamptonm@hawaii.edu

Board of Regents Agenda Item (required) \*

BOR VII.B. Final Report and Dissolution of the Tenure Permitted Interaction Group

Your Position (required) \*

Oppose

Your Testimony/Comments

Aloha University of Hawai'i Board of Regents,

I am writing to express that **Ido not support** the recommendations of the Tenure-PIG report, in particular the proposal to eliminate tenure for Specialist ("S" faculty) and Agent ("A" faculty).

This proposal would be detrimental to the University immediately and in the long term by **decreasing Specialist and Agent recruitment competitiveness and faculty retention**, which has already weakened the University's standing in both the local and academic community.

In addition, without the incentive inherent in tenure-track and tenured positions, the University would be impacted in the following ways:

1. **Decrease in external dollars secured** through competitive grants and all related indirect expenses which are directed to the UH system. **In the past five years**, Agents and Specialists have been awarded **over 275 external grants** totaling **more than \$33 million**.
2. **Decrease in valuable service to the University**. Including but not limited to serving on committees, assisting with hiring processes, and reviewing for the tenure and promotion process.
3. **Decrease in research outputs** which are critical to elevating UH Manoa's research status. Specific outputs would include external publications, peer-reviewed Extension curricula, conference presentations, etc.
4. Limit UH Manoa's ability to fulfill its **federally-mandated land-grant mission of instruction, research, and extension** which is currently met by the Agent and Specialist faculty in the College of Tropical Agriculture and Human Resources.

For these reasons, **Ido not** support the recommendation to eliminate tenure for Specialist and Agent faculty as it will significantly decrease extramural funding, weaken the ability to recruit and retain quality faculty, decrease research output, and erode CTAHR's ability to fulfill its obligations as a land-grant university.

Respectfully submitted,

Marielle Hampton

Junior Extension Agent for Intergenerational Programs and Youth Development

[Your Testimony \(pdf or word\)](#)

[Hampton Board of Regents tenure testimony 2021.docx](#) (7.7 kB)

## Actions

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Aloha University of Hawai'i Board of Regents,

I am writing to express that I **do not support** the recommendations of the Tenure-PIG report, in particular the proposal to eliminate tenure for Specialist ("S" faculty) and Agent ("A" faculty).

This proposal would be detrimental to the University immediately and in the long term by **decreasing Specialist and Agent recruitment competitiveness and faculty retention**, which has already weakened the University's standing in both the local and academic community.

In addition, without the incentive inherent in tenure-track and tenured positions, the University would be impacted in the following ways:

1. **Decrease in external dollars secured** through competitive grants and all related indirect expenses which are directed to the UH system. **In the past five years**, Agents and Specialists have been awarded **over 275 external grants** totaling **more than \$33 million**.
2. **Decrease in valuable service to the University**. Including but not limited to serving on committees, assisting with hiring processes, and reviewing for the tenure and promotion process.
3. **Decrease in research outputs** which are critical to elevating UH Manoa's research status. Specific outputs would include external publications, peer-reviewed Extension curricula, conference presentations, etc.
4. Limit UH Manoa's ability to fulfill its **federally-mandated land-grant mission of instruction, research, and extension** which is currently met by the Agent and Specialist faculty in the College of Tropical Agriculture and Human Resources.

For these reasons, I **do not** support the recommendation to eliminate tenure for Specialist and Agent faculty as it will significantly decrease extramural funding, weaken the ability to recruit and retain quality faculty, decrease research output, and erode CTAHR's ability to fulfill its obligations as a land-grant university.

Respectfully submitted,

Marielle Hampton

Junior Extension Agent for Intergenerational Programs and Youth Development

## Public Testimony Form - University of Hawaii Board of Regents

*Please provide your testimony on this form for the next University of Hawaii Board of Regents meeting. Make sure you include all the requested information so that the Board of Regents is able to clearly understand the testimony provided.*

Your Name (required) \*

Lynne Wilkens

Your Organization (optional)

UH Cancer Center

Your e-mail address (in case we need to reach you) \*

wilkens@hawaii.edu

Board of Regents Agenda Item (required) \*

BOR VII.B. Final Report and Dissolution of the Tenure Permitted Interaction Group

Your Position (required) \*

Oppose

### Your Testimony/Comments

I, Dr. Lynne Wilkens, am a Professor at the UH Cancer Center and would like to express my strong opposition to the recommendations that emerged from the PIG on tenure. Faculty at UH Manoa are hired into different faculty classifications, such as Instructional and Researcher. Some regents mistakenly believe that only I faculty teach and only R faculty do research. Faculty of every classification must fulfill 3 activities: instruction, research and service, only the proportion devoted to each varies. The regents believe that only classroom instruction counts as teaching. This belies that one of the earliest forms of teaching was apprenticeship. This is a type of instruction that researchers, specialists and extension agents engage in. The regents need to understand that at every R1 university, the faculty perform the same range of functions that they do at UHM. The UH classification system is unique - the functions are not. Some regents mistakenly view tenure as only job security and believe that faculty are unmotivated once tenured. This is absolutely untrue.

Tenure is only granted to faculty who meet very strict criteria of productivity and scholarship. Faculty are driven to succeed in these endeavors because they are deeply committed to the pursuit and dissemination of knowledge. This passion does not abate due to tenure. When I think of the challenges that our university faces, unproductive faculty does not even make the list. The regents seem to not understand the university they are tasked with guiding. The regents should focus on helping the faculty and administration achieve their potential in scholarship and instruction. A major challenge for UH going forward is that the number of faculty and support staff has shrunk at the same time that enrollment and bureaucratic workload have increased. The university community rose up to successfully moving online during the COVID pandemic. However, due to this effort and the shrinking workforce, everyone is stretched thin and systems are fragile. The regents should be lauding the efforts of the faculty, rather than attacking the framework under which universities have excelled for centuries.

### Your Testimony (pdf or word)

No file attached

## Actions

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## Testimony in Regards to the Report of the Tenure Permitted Interaction Group

1 message

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**Malia Lau Kong** <maliakon@hawaii.edu>  
To: bor.testimony@hawaii.edu

Mon, Oct 18, 2021 at 7:22 PM

To the University of Hawai'i Board of Regents,

My name is Malia Lau Kong and I am an Associate Professor in the Humanities Department at Windward Community College. I have been employed in the UH system for 15 years.

I am submitting this written testimony in opposition to the report of the Tenure Task Group. The report proposes eliminating tenure for faculty who are not providing direct instruction, with the exception of librarian faculty, and eliminating the current C classification for community college faculty and placing them in a category that requires research and scholarship, which would pull the instructional faculty out of the classroom. I am asking the Board of Regents to vote no on accepting the report of the Tenure Task Group.

As an instructional faculty member, I have the following concerns:

- I believe that the roles and responsibilities of non-instructional faculty members are critical to the success of students
- The roles and responsibilities of non-instructional faculty absorb various aspects of supporting students which ultimately supports my ability to focus on teaching
- The work of non-instructional faculty would not go away, and I do not have additional time nor expertise to absorb all of the duties and responsibilities that non-instructional faculty provide
- The proposal to eliminate tenure for non-instructional faculty would inherently decrease the number of positions, leading to a reduction in the quality of support services to students
- Support services to students that are provided by non-instructional faculty will be reduced, which is of particular importance at the community college level, where the student population requires more support for academic success
- Community colleges and support staff are critical to State initiatives like [55 by '25](#) that emphasize the importance of post-secondary education that often begins at the two-year institutions. The pandemic has only highlighted the disparities between college-graduate and high school graduates; thus post-secondary education that includes college and career counseling provided by our non-instructional faculty is critical to the economic and social health of our State.
- Non-instructional faculty are being disregarded as subject matter experts in their professions. These professions require advanced degrees to serve the needs of students with disabilities, student development, student identity, student exploration of careers and majors, first-year students, returning adult students, mental health, instructional design, library science, and more. Advanced degrees in these professions are not typically held by instructional faculty, as they are subject matter experts in their own areas of expertise and rely on non-instructional faculty to meet student needs in these areas.

Regarding the report from the Tenure Task Group, I am most concerned that:

- No community college or four year institution faculty were involved in the process and discussions with the Tenure Task Group
- The report appears to have gone beyond the scope the regents asked for at the February 2021 meeting, which was specifically to review and investigate the issue of tenure (history, purpose); look outside of UH (evolution of, current views and developments on tenure) and at UH itself (the current process, criteria, and decision making on tenure).
- The report states that the proposed changes might improve the tenure classification system, but it does not explicitly state how these proposed changes would do that, nor was any data provided to substantiate these claims
- Community College faculty will be required to shift their focus to research, which inherently takes away from the essential services that both instructional and non-instructional faculty provide, and would require a substantial

additional cost to the college as the instructional faculty would need course release time to handle this new set of requirements

- The services non-instructional faculty provide have been deemed as non-essential and not worthy of being a constant service at our colleges
- The periodic review process is proposed to be modified, and will involve administration approval, which deviates from the faculty-driven developmental process that is supported by the Hawaii Labor Relations Board

In conclusion, I am both disheartened and dismayed by the report from the Tenure Task Group. For the reasons provided above, it would be pernicious to UH for those who are not directly involved in instruction to have their tenure eliminated. Furthermore, it would be detrimental to UH and the community for community college faculty to lose their current C classification and be placed in a category that requires research and scholarship. That community college faculty focus on teaching and provide community service is tremendously beneficial to both students and the community. For example, with teaching as my primary responsibility, I am dedicated to continually learning ways to enhance student engagement and success. This focus, for instance, has led me to several curriculum revisions in the 15 years I have been teaching, the adoption of OER, and the development of online curriculum that meets federal standards of accessibility and regular substantive interaction. Additionally, I have dedicated many, many hours to the Hawai'i Council for the Humanities History Day Program since 2006. For example, this past History Day 2021 season, I provided 82 hours of service in a 3-month period. If my current C classification were to change, I would no longer have the time to meet student needs by enhancing my own teaching methods and providing such substantial community service. My own students and the community I serve would thus be negatively impacted. And I am just one faculty member. Consider the magnitude of such a negative impact to both students and the community when the entirety of community college faculty are no longer able to focus on teaching and providing community service.

Thank you for your time, and again I am asking that you VOTE NO on the report from the Tenure Task Group.

Sincerely,  
Malia Lau Kong  
Associate Professor, History  
Windward Community College

## Public Testimony Form - University of Hawaii Board of Regents

*Please provide your testimony on this form for the next University of Hawaii Board of Regents meeting. Make sure you include all the requested information so that the Board of Regents is able to clearly understand the testimony provided.*

Your Name (required) \*

Tiani Akeo

Your Organization (optional)

HonCC

Your e-mail address (in case we need to reach you) \*

tiani@hawaii.edu

Board of Regents Agenda Item (required) \*

BOR VII.B. Final Report and Dissolution of the Tenure Permitted Interaction Group

Your Position (required) \*

Oppose

Your Testimony/Comments

I am in opposition of the PIG report and its' recommendations.

I am in support of further testimony of opposition provided by the HonoluluCC Faculty Senate Executive Council (FSEC) as well as the system-wide Puko'a Council.

Your Testimony (pdf or word)

No file attached



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## Report of the Tenure Permitted Interaction Group

1 message

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**Heipua Kaopua** <heipua@hawaii.edu>  
To: bor.testimony@hawaii.edu

Mon, Oct 18, 2021 at 7:57 PM

Aloha Board of Regents,

My name is **Heipua Kaopua** and I am submitting this written testimony to urge the Board of Regents to VOTE NO regarding the report from the Tenure Task Group. As a non-instructional faculty member, I am a tenured counselor at Windward Community College and I believe that my profession is deserving of tenure. The following will provide additional information as to why I am urging you to VOTE NO

Community College counselors are essential faculty members who require advanced degrees to **serve the diverse needs of all students** (including first-year students, military, single parents, and returning adults). Counselors support and promote student development, student identity, student exploration of careers and majors, and instructional design. We assist students with proactive advising, problem solving, decision making, time management, scholarships, academic planning, and transfer options. We also help students with emergency financial aid, and assistance with housing, transportation, food, and childcare. This is important because students who suffer from food, housing, or financial insecurities are unlikely to finish their degree programs. Instructional faculty do not have the time or expertise to support students' diverse needs in these areas.

Tenure provides continuity allowing counselors to offer sustained programs and services that **make a difference** in the lives of students, in our community, and in our state by helping students achieve their academic and career goals. Successful students go on to pursue meaningful careers in our community and state.

Without tenure, counselors may be less inclined to sustain the **positive relationships** they have developed with students over time which is critical to student success. For example, students may only take one course from any particular Instructional faculty during their time in college. However, that same student will meet with their counselor many times throughout their academic journey.

Without tenure, **students may be negatively impacted** because there will likely be fewer well-qualified counselors on campus to provide essential services to support student success. Students may no longer feel a sense of belonging. Who will be there to remove institutional barriers to success? Who will perform this vital work? This will have a negative impact at Windward Community College by lowering enrollment, retention rates, time to completion, and graduation rates.

Without tenure, **non-instructional positions become less desirable**, therefore impacting the caliber and number of applicants, and the quality of services provided to students. There will likely be a higher turnover in non-instructional positions resulting in a lack of continuity of programs and services.

Without tenure, counselors may be **less encouraged to write revenue-generating grants and to develop and run innovative programs** and services that support student success including Windward's Paipai o Ko'olau program, Scholarship 'Aha, Aloha Bar, Hawai'iloa, Free Money Fridays, and so many more.

In conclusion, without tenured counselors, the mission of our college (with a special commitment to support the access and educational needs of Native Hawaiians in a supportive and challenging environment—inspiring students to excellence) will go unfulfilled and student success will be negatively impacted. I urge you to VOTE NO on the report from the Tenure Task Group!

mahalo,  
heipua

Heipua Ka'ōpua, PhD   
Counselor / Professor CC  
Windward Community College  
[heipua@hawaii.edu](mailto:heipua@hawaii.edu)  
808-235-7483



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## Report of the Tenure Permitted Interaction Group

1 message

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**Brenda Coston** <bmcoston@hawaii.edu>  
To: bor.testimony@hawaii.edu

Mon, Oct 18, 2021 at 9:31 PM

To the University of Hawai'i Board of Regents,

My name is *Brenda Coston* and I am an Assistant professor of Language Arts in the *Language Arts Department* at *Honolulu* Community College. I have been employed in the UH system for approximately six and a half years .

I am submitting this written testimony in opposition to the report of the Tenure Task Group. The report proposes eliminating tenure for faculty who are not providing direct instruction, with the exception of librarian faculty, and eliminating the current C classification for community college faculty and placing them in a category that requires research and scholarship, which would pull the instructional faculty out of the classroom. I am asking the Board of Regents to vote no on accepting the report of the Tenure Task Group.

- As an instructional faculty member, I have the following concerns:
  - I believe that the roles and responsibilities of non-instructional faculty members are critical to the success of students
  - The roles and responsibilities of non-instructional faculty absorb various aspects of supporting students which ultimately supports my ability to focus on teaching
  - The work of non-instructional faculty would not go away, and I do not have additional time nor expertise to absorb all of the duties and responsibilities that non-instructional faculty provide
  - The proposal to eliminate tenure for non-instructional faculty would inherently decrease the number of positions, leading to a reduction in the quality of support services to students
  - Support services to students that are provided by non-instructional faculty will be reduced, which is of particular importance at the community college level, where the student population requires more support for academic success
  - Community colleges and support staff are critical to State initiatives like [55 by '25](#) that emphasize the importance of post-secondary education that often begins at the two-year institutions. The pandemic has only highlighted the disparities between college-graduate and high school graduates; thus post-secondary education that includes college and career counseling provided by our non-instructional faculty is critical to the economic and social health of our State.
  - Non-instructional faculty are being disregarded as subject matter experts in their professions. These professions require advanced degrees to serve the needs of students with disabilities, student development, student identity, student exploration of careers and majors, first-year students, returning adult students, mental health, instructional design, library science, and more. Advanced degrees in these professions are not typically held by instructional faculty, as they are subject matter experts in their own areas of expertise and rely on non-instructional faculty to meet student needs in these areas.

- Regarding the report from the Tenure Task Group, I am most concerned that:
- No community college or four year institution faculty were involved in the process and discussions with the Tenure Task Group
- The report appears to have gone beyond the scope the regents asked for at the February 2021 meeting, which was specifically to review and investigate the issue of tenure (history, purpose); look outside of UH (evolution of, current views and developments on tenure) and at UH itself (the current process, criteria, and decision making on tenure).
- The report states that the proposed changes might improve the tenure classification system, but it does not explicitly state how these proposed changes would do that, nor was any data provided to substantiate these claims
- Community College faculty will be required to shift their focus to research, which inherently takes away from the essential services that both instructional and non-instructional faculty provide, and would require a substantial additional cost to the college as the instructional faculty would need course release time to handle this new set of requirements
- The services non-instructional faculty provide have been deemed as non-essential and not worthy of being a constant service at our colleges
- The periodic review process is proposed to be modified, and will involve administration approval, which deviates from the faculty-driven developmental process that is supported by the Hawaii Labor Relations Board

Thank you for your time, and again I am asking that you VOTE NO on the report from the Tenure Task Group.

Sincerely,

**Brenda Coston**

Assistant Professor

Language Arts/University College

Phone: (808) 847-9803

[874 Dillingham Blvd., Building 7, Rm. 514](#)

Honolulu, HI 96817

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## Report of the Tenure Permitted Interaction Group

1 message

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**Kaleopono Quintana** <kaleopon@hawaii.edu>  
To: bor.testimony@hawaii.edu

Mon, Oct 18, 2021 at 11:06 PM

To the University of Hawai'i Board of Regents,

My name is *Kaleopono Quintana*, and I am submitting this written testimony in opposition to the report of the Tenure Task Group. The report proposes eliminating tenure for faculty who are not providing direct instruction, with the exception of librarian faculty. I am asking the Board of Regents to vote no on accepting the report of the Tenure Task Group.

As a non-instructional faculty member, I am a Counselor/ Instructor and I believe that my profession is deserving of tenure. I have been employed in the UH system for approximately 15 years.

Regarding the report from the Tenure Task Group, and the potential subsequent impact, I am most concerned that:

- No faculty were involved in the process and discussions with the Tenure Task Group
- The "C" classification of community college faculty was not mentioned in the report, despite the UHCCs being the majority of the UH system
- Non-instructional faculty are being disregarded as subject matter experts in their professions. These professions require advanced degrees to serve the needs of students with disabilities, student development, student identity, student exploration of careers and majors, first-year students, returning adult students, mental health, instructional design, library science, and more. Advanced degrees in these professions are not typically held by instructional faculty, as they are subject matter experts in their own areas of expertise and rely on non-instructional faculty to meet student needs in these areas.
- The report appears to have gone beyond the scope the regents asked for at the February 2021 meeting, which was specifically to review and investigate the issue of tenure (history, purpose); look outside of UH (evolution of, current views and developments on tenure) and at UH itself (the current process, criteria, and decision making on tenure)
- The report states that the proposed changes might improve the tenure classification system, but it does not explicitly state how these proposed changes would do that, nor was any data provided to support these claims
- Community College faculty will be required to shift their focus to research, which inherently takes away from the essential services that both instructional and non-instructional faculty provide
- Support services to students that are provided by non-instructional faculty will be reduced, which is of particular importance at the community college level, where the student population requires more support
- Community colleges and support staff are critical to State initiatives like [55 by '25](#) that emphasize the importance of post-secondary education that often begins at the two-year institutions. The pandemic has only highlighted the disparities between college-graduate and high school graduates; thus post-secondary education that includes college and career counseling provided by our non-instructional faculty is critical to the economic and social health of our State.

- The periodic review process is proposed to be modified, and will involve administration approval, which deviates from the faculty-driven developmental process that is supported by the Hawaii Labor Relations Board
- Tenured faculty have a contract with the University, and the report does not address the legal matters that would arise, nor a plan for the legal costs associated with the proposed changes

Thank you for your time, and again I am asking that you VOTE NO on the report from the Tenure Task Group.

Sincerely,

Kaleopono Quintana, M.Ed  
Assistant Professor/Counselor  
Hawai'i Community College

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Kaleo Quintana, M.Ed  
Assistant Professor/Counselor  
Hawai'i Community College

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Your Name (required) \*

Andrew B. Wertheimer

Your Organization (optional)

University of Hawaii at Manoa Library and Information Science Program

Your e-mail address (in case we need to reach you) \*

wertheim@hawaii.edu

Board of Regents Agenda Item (required) \*

BOR VII.B. Final Report and Dissolution of the Tenure Permitted Interaction Group

Your Position (required) \*

Oppose

Your Testimony/Comments

Your Testimony (pdf or word)

[Wertheimer Opposing UH BOR PIG.pdf](#) (56.7 kB)

**Brief Testimony in Opposition to the UH BOR PIG Report on Tenure**  
**Andrew B. Wertheimer, Ph.D.**  
**19 October 2021**

Aloha e Members of the University of Hawai'i Board of Regents,

I'm an Associate Professor of Library and Information Science at UHM and have been pleased to be part of this university since 2003. This statement reflects my opinion as a citizen of this state.

I'm writing in strong opposition to the BOR Report of the Permitted Interaction Group (PIG) on Tenure. While I greatly appreciate your volunteer service to help guide our university, I feel that this PIG Report was ill advised in that it does not seem to reflect an understanding of the multiple ways that UH faculty serve the state in addition to instruction. I believe this arose because the PIG did not follow its own protocol of involving impacted parties – namely faculty – as it had been charged with doing. Since the committee did not have representation, you should not consider any individual recommendations. Because the work is a result of such poisoned fruit, and should be rejected in whole, I will spare you a long rebuttal of the points contained in it. In any case, I imagine you have already received hundreds of communications detailing such problems.

I realize that this pandemic and related economic crisis will mean that UH will have to adjust and adapt, but I would ask that the Regents follow protocol and work with the Faculty Senate, UHPA, and our administration to consider any reforms that could best help the university to adapt. Together, we can help to keep the UH system a wonderful learning organization that can help meet the many needs of our people.

I'm sure you are all terribly busy people and appreciate that you are serving as Regents as volunteers, but the librarian and historian in me could not conclude this without suggesting one excellent book. Ellen Schrecker's *No Ivory Tower: McCarthyism and the Universities* (Oxford University Press, 1986) showed me how critical it is to respect tenure as part of the infrastructure of academic freedom that undergirds our fragile democracy. Tenure and democratic governance are not only workplace issues but are part of a historic struggle that is foundational for our collective future as a forward-thinking and democratic state.

Thank you for considering my comments in opposition to this PIG Report.

Yours with Aloha,

Andrew B. Wertheimer  
drew.wertheimer@gmail.com



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## Report of the Tenure Permitted Interaction Group

1 message

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**Eric Paul Shaffer** <eshaffer@hawaii.edu>  
To: bor.testimony@hawaii.edu

Tue, Oct 19, 2021 at 7:11 AM

To the University of Hawai'i Board of Regents,

My name is [Eric Paul Shaffer](#) and I am a [Professor](#) in the English Department within the [Language Arts Division](#) at [Honolulu](#) Community College. I have been employed in the UH system for approximately [fourteen years](#).

I am submitting this written testimony in opposition to the report of the Tenure Task Group. The report proposes eliminating tenure for faculty who are not providing direct instruction, with the exception of librarian faculty, and eliminating the current C classification for community college faculty and placing them in a category that requires research and scholarship, which would pull the instructional faculty out of the classroom. I am asking the Board of Regents to vote NO on accepting the report of the Tenure Task Group.

As an instructional faculty member, I have the following concerns:

- I believe that the roles and responsibilities of non-instructional faculty members are critical to the success of students, departments, colleges, and the future.
- The roles and responsibilities of non-instructional faculty absorb various aspects of supporting students which ultimately supports my ability to focus on teaching.
- The work of non-instructional faculty would not go away, and I do not have additional time nor expertise to absorb all of the duties and responsibilities met by non-instructional faculty.
- The proposal to eliminate tenure for non-instructional faculty would inherently decrease the number of positions, leading to a reduction in the quality of support services to students.
- Support services to students that are provided by non-instructional faculty will be reduced, which is of particular importance at the community college level, where the student population requires more support for academic success.
- Community colleges and support staff are critical to State initiatives like [55 by '25](#) that emphasize the importance of post-secondary education that often begins at the two-year institutions. The pandemic has only highlighted the disparities between college-graduate and high school graduates; thus, post-secondary education that includes college and career counseling provided by our non-instructional faculty is clearly critical to the economic and social health of our State.
- Non-instructional faculty are being disregarded as subject matter experts in their professions; however, these professions require advanced degrees to serve the needs of students with disabilities, student development, student identity, student exploration of careers and majors, first-year students, returning adult students, mental health, instructional design, library science, and more. Advanced degrees in these professions are not typically held by instructional faculty, as they are subject matter experts in their own areas of expertise and rely on non-instructional faculty to meet student needs in these areas.

Regarding the report from the Tenure Task Group, I am most concerned that:

- No community college or four-year institution faculty were involved in the process and discussions with the Tenure Task Group.

- The report appears to have gone beyond the scope the regents asked for at the February 2021 meeting, which was specifically to review and investigate the issue of tenure (history, purpose); look outside of UH (evolution of, current views and developments on tenure) and at UH itself (the current process, criteria, and decision making on tenure).
- The report states that the proposed changes might improve the tenure classification system, but it does not explicitly state how these proposed changes would do that, nor was any data provided to substantiate these claims. *Substantial claims require substantial evidence.*
- Community College faculty will be required to shift their focus to research, which inherently takes away from the essential services that both instructional and non-instructional faculty provide, and would require a substantial additional cost to the college as the instructional faculty would need course release time to handle this new set of requirements.
- The services non-instructional faculty provide have been deemed as non-essential and not worthy of being a constant service at our colleges; however, my colleagues and I reject this assessment, and the continuing success of our students is our evidence.
- The periodic review process is proposed to be modified, and will involve administration approval, which deviates from the faculty-driven developmental process that is supported by the Hawaii Labor Relations Board. Faculty must drive the education of students.

Thank you for your time, and again I am asking that you VOTE NO on the report from the Tenure Task Group. Take care. Stay safe. Be well.

Sincerely,

*Eric Paul Shaffer*  
*Professor*  
*Honolulu Community College*



**Eric Paul Shaffer**

Professor, Language Arts, English

(808) 845-9241 | [eshaffer@hawaii.edu](mailto:eshaffer@hawaii.edu)



## Testimony for the Oct 21st BOR Mtg

1 message

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**Candy Branson** <cbranson@hawaii.edu>  
To: bor.testimony@hawaii.edu

Tue, Oct 19, 2021 at 8:16 AM

Mahalo for the opportunity to submit testimony. Please see attached.

--

Candy Branson, Ph.D.  
Department Chair, Social Sciences  
Professor & Coordinator,  
Human Development & Family Studies  
Office: (808) 734-9438 (at this time email is the fastest point of contact)

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**Social Sciences testimony, Kapiolani.pdf**  
29K

To: Chair Moore and Members of the Board of Regents  
From: The Department of Social Sciences, Kapi 'olani Community College  
RE: Testimony to the BOR Regarding the PIGs Resolution  
Date: 10/19/21

Thank you for the opportunity to submit written testimony on behalf of the Kapi'olani Community College Department of the Social Sciences. We echo the voice of our Faculty Senate and encourage the BOR to vote, no, on the proposed Resolution of the PIG. We support the testimony of our Kapi'olani Faculty Senate and restate in bullet points the points to which we support.

- The proposed changes are well beyond the scope and purview of the PIG.
- There was no inclusion of faculty in the PIG.
- There are no data provided to justify the proposed changes nor any indication that data were used to inform decision-making.
- There is no way to practically implement the drastic and sweeping changes proposed by the PIG, which failed to even attempt to address numerous critical factors.
- There are no specific projected outcomes (based on data) provided to indicate the PIG attempted to ascertain the impact of the changes they propose.
- The proposed elimination of the C class of faculty and removal of tenure status for non-instructional faculty devalues, and in fact fails to recognize at all, the mission of our community college.
- The proposed changes to the five-year review process fail to recognize the rationale for the existence of tenure and protect the academic freedom necessary to safeguard education from politicization.
- The proposed changes, which effectively eliminate tenure for all intents and purposes, will weaken our ability to attract and retain highly qualified faculty and erode our capacity for innovation, scholarship, and high-quality teaching, learning, and student support.

Mahalo for your consideration,

The Social Sciences Faculty  
Kapi'olani Community College



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## Report of the Tenure Permitted Interaction Group

1 message

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**Man Yang** <manyang@hawaii.edu>  
To: bor.testimony@hawaii.edu

Tue, Oct 19, 2021 at 8:36 AM

To the University of Hawai'i Board of Regents,

My name is Man Beryl Yang and I am an Instructor in the Arts & Humanities at Kapi'olani Community College. I have been employed in the UH system for 10 years.

I am submitting this written testimony in opposition to the report of the Tenure Task Group. The report proposes eliminating tenure for faculty who are not providing direct instruction, with the exception of librarian faculty, and eliminating the current C classification for community college faculty and placing them in a category that requires research and scholarship, which would pull the instructional faculty out of the classroom. I am asking the Board of Regents to vote no on accepting the report of the Tenure Task Group.

As an instructional faculty member, I have the following concerns:

- I believe that the roles and responsibilities of non-instructional faculty members are critical to the success of students
- The roles and responsibilities of non-instructional faculty absorb various aspects of supporting students which ultimately supports my ability to focus on teaching
- The work of non-instructional faculty would not go away, and I do not have additional time nor expertise to absorb all of the duties and responsibilities that non-instructional faculty provide
- The proposal to eliminate tenure for non-instructional faculty would inherently decrease the number of positions, leading to a reduction in the quality of support services to students
- Support services to students that are provided by non-instructional faculty will be reduced, which is of particular importance at the community college level, where the student population requires more support for academic success
- Community colleges and support staff are critical to State initiatives like [55 by '25](#) that emphasize the importance of post-secondary education that often begins at the two-year institutions. The pandemic has only highlighted the disparities between college-graduate and high school graduates; thus post-secondary education that includes college and career counseling provided by our non-instructional faculty is critical to the economic and social health of our State.
- Non-instructional faculty are being disregarded as subject matter experts in their professions. These professions require advanced degrees to serve the needs of students with disabilities, student development, student identity, student exploration of careers and majors, first-year students, returning adult students, mental health, instructional design, library science, and more. Advanced degrees in these professions are not typically held by instructional faculty, as they are subject matter experts in their own areas of expertise and rely on non-instructional faculty to meet student needs in these areas.

Regarding the report from the Tenure Task Group, I am most concerned that:

- No community college or four year institution faculty were involved in the process and discussions with the Tenure Task Group

- The report appears to have gone beyond the scope the regents asked for at the February 2021 meeting, which was specifically to review and investigate the issue of tenure (history, purpose); look outside of UH (evolution of, current views and developments on tenure) and at UH itself (the current process, criteria, and decision making on tenure).
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- The services non-instructional faculty provide have been deemed as non-essential and not worthy of being a constant service at our colleges
- The periodic review process is proposed to be modified, and will involve administration approval, which deviates from the faculty-driven developmental process that is supported by the Hawaii Labor Relations Board

Thank you for your time, and again I am asking that you VOTE NO on the report from the Tenure Task Group.

Sincerely,

Man Beryl Yang  
Instructor  
Kapiolani Community College



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## Testimony in Support of Tenure for ALL Faculty

1 message

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**Scot Parry** <sparry@hawaii.edu>  
To: bor.testimony@hawaii.edu

Tue, Oct 19, 2021 at 8:51 AM

October 19, 2021

To the University of Hawai'i Board of Regents,

My name is Scot Parry, and I am submitting this written testimony in opposition to the report of the Tenure Task Group. The report proposes eliminating tenure for faculty who are not providing direct instruction, with the exception of librarian faculty. I am asking the Board of Regents to vote no on accepting the report of the Tenure Task Group.

I am an Academic Counselor. As a non-instructional faculty member, I believe that my profession is deserving of tenure. I have been employed in the UH system for over 13 years.

Regarding the report from the Tenure Task Group, and the potential subsequent impact, I am most concerned that:

- No faculty were involved in the process and discussions with the Tenure Task Group
- The "C" classification of community college faculty was not mentioned in the report, despite the UHCCs being the majority of the UH system
- Non-instructional faculty are being disregarded as subject matter experts in their professions. These professions require advanced degrees to serve the needs of students with disabilities, student development, student identity, student exploration of careers and majors, first-year students, returning adult students, mental health, instructional design, library science, and more. Advanced degrees in these professions are not typically held by instructional faculty, as they are subject matter experts in their own areas of expertise and rely on non-instructional faculty to meet student needs in these areas.
- The report appears to have gone beyond the scope the regents asked for at the February 2021 meeting, which was specifically to review and investigate the issue of tenure (history, purpose); look outside of UH (evolution of, current views and developments on tenure) and at UH itself (the current process, criteria, and decision making on tenure)
- The report states that the proposed changes might improve the tenure classification system, but it does not explicitly state how these proposed changes would do that, nor was any data provided to support these claims
- Community College faculty will be required to shift their focus to research, which inherently takes away from the essential services that both instructional and non-instructional faculty provide
- Support services to students that are provided by non-instructional faculty will be reduced, which is of particular importance at the community college level, where the student population requires more support
- Community colleges and support staff are critical to State initiatives like [55 by '25](#) that emphasize the importance of post-secondary education that often begins at the two-year institutions. The pandemic has only highlighted the disparities between college-graduate and high school graduates; thus post-secondary education that includes college and career counseling provided by our non-instructional faculty is critical to the economic and social health of our State.
- The periodic review process is proposed to be modified, and will involve administration approval, which deviates from the faculty-driven developmental process that is supported by the Hawaii Labor

Relations Board

- Tenured faculty have a contract with the University, and the report does not address the legal matters that would arise, nor a plan for the legal costs associated with the proposed changes

Thank you for your time, and again I am asking that you VOTE NO on the report from the Tenure Task Group.

Sincerely,

*Scot Parry*  
*Academic Counselor*  
*Honolulu Community College*  
Scot Parry  
VA Counselor  
Honolulu Community College  
(808) 845-9172

## Public Testimony Form - University of Hawaii Board of Regents

*Please provide your testimony on this form for the next University of Hawaii Board of Regents meeting. Make sure you include all the requested information so that the Board of Regents is able to clearly understand the testimony provided.*

Your Name (required) \*

Steve Herman

Your Organization (optional)

University of Hawaii at Hilo

Your e-mail address (in case we need to reach you) \*

hermans@hawaii.edu

Board of Regents Agenda Item (required) \*

BOR VII.B. Final Report and Dissolution of the Tenure Permitted Interaction Group

Your Position (required) \*

Oppose

Your Testimony/Comments

To the Board of Regents:

Please find an attached *Statement in Opposition to the Recommendations of the BOR's Tenure PIG* that was approved by a vote of the UH Hilo Faculty Congress on Friday, October 15.

Sincerely,  
Steve Herman  
Vice-Chair of the UH Hilo Faculty Congress

--

Steve Herman, Ph.D.  
Associate Professor of Psychology  
University of Hawaii at Hilo

Your Testimony (pdf or word)

[UHHFC Statement in Opposition to the Tenure PIG resolution.pdf](#) (157.2 kB)

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## Actions

Close

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# UH Hilo Faculty Congress

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October 15, 2021

## Statement in Opposition to the BOR Tenure PIG Recommendations

Approved by the UH Hilo Faculty Congress

The University of Hawaii at Hilo Faculty Congress, the elected representatives of the UH Hilo Faculty, respectfully submits this statement in opposition to the BOR's Tenure PIG *Draft Resolution 21-06* ([https://www.hawaii.edu/offices/bor/regular/materials/202109160830/BOR\\_09\\_16\\_2021\\_Materials.pdf](https://www.hawaii.edu/offices/bor/regular/materials/202109160830/BOR_09_16_2021_Materials.pdf), pp. 229-231).

We concur with the procedural and substantive critiques of the Tenure PIG process and recommendations that have been raised by UHPA Executive Director Christian Fern in his dissent to the recommendations of the Tenure PIG (*ibid.*, pp. 232 -234) and with the arguments raised by the All Campus Council of Faculty Senate Chairs and others in written testimony to the BOR. As with other shared governance bodies in the system, we were also astonished that there were no non-administrative UH faculty members on the Tenure PIG.

In our Statement, we would like to highlight one issue that has so far received less attention.

If the Tenure PIG's *Draft Resolution 21-06* is adopted by the BOR, one likely consequence will be to transfer even more decision-making power to dismiss tenured faculty from peer-review procedures conducted primarily by UH faculty to decisions made by UH administrators (e.g., see the recommended changes to paragraph III (b) of BOR policy RP 9.213, *ibid.*, p. 226). We believe that increasing the ability of UH administrators to unilaterally dismiss tenured faculty will have a negative impact on UH's future because it will further decrease the willingness of faculty to speak out in opposition to misguided policies and decisions made by UH administrators.

Current tenure policies at UH and other universities afford some due process protection to tenured faculty who criticize administrative decisions. However, despite these protections, retaliatory dismissals of tenured faculty who openly criticize administrators seems to be on the rise in the US (e.g., <https://www.nytimes.com/2021/05/01/us/Linfield-university-professor-fired.html>). Many UH faculty are already afraid of unjustified retaliation in the workplace. Their responses to the 2018 UH system-wide *Quality of Faculty Worklife Survey* ([https://www.hawaii.edu/offices/app/faculty/2018\\_Faculty\\_Worklife\\_Survey-Final.pdf](https://www.hawaii.edu/offices/app/faculty/2018_Faculty_Worklife_Survey-Final.pdf)) suggest that less than half of respondents agreed with this statement: "I do not fear retaliation at work." Although the *Worklife Survey* does not distinguish between different types of retaliators and different forms of

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retaliation, it can be argued that many UH faculty already feel afraid to speak out against decisions and actions taken by UH administrators. The implementation of *Draft Resolution 21-06* is likely to further inhibit free and open debate about important decisions.

We believe and affirm that free, vigorous, and open debate over decisions that affect the future of UH Hilo and other UH campuses is in the best interest of all stakeholders and, for this and other reasons spelled out by Christian Fern and other witnesses, we urge the BOR to reject and permanently table *Draft Resolution 21-06*. Furthermore, we urge the BOR to require faculty representatives on future committees and task forces that involve procedures and policies affecting faculty.



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## Report of the Tenure Permitted Interaction Group

1 message

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**Eric Denton** <ericd@hawaii.edu>  
To: bor.testimony@hawaii.edu

Tue, Oct 19, 2021 at 9:16 AM

To the University of Hawai'i Board of Regents,

My name is Eric Denton and I am a Professor of Religion in the Arts and Humanities Department at Kapi'olani Community College. I have been employed in the UH system for approximately 23 years.

I am submitting this written testimony in opposition to the report of the Tenure Task Group. The report proposes eliminating tenure for faculty who are not providing direct instruction, with the exception of librarian faculty, and eliminating the current C classification for community college faculty and placing them in a category that requires research and scholarship, which would pull the instructional faculty out of the classroom. I am asking the Board of Regents to vote no on accepting the report of the Tenure Task Group.

As an instructional faculty member, I have the following concerns:

- the roles and responsibilities of non-instructional faculty members are essential to the success of students
- non-instructional faculty provide critical support to students which ultimately supports my ability to teach
- support services to students that are provided by non-instructional faculty will be reduced, which is of particular concern at the community college level, where the student population requires more support for academic success
- non-instructional faculty are being disregarded as subject matter experts in their professions. These professions require advanced degrees to serve the needs of students with disabilities, student development, student identity, student exploration of careers and majors, first-year students, returning adult students, mental health, instructional design, library science, and more.

Regarding the report from the Tenure Task Group, I am most concerned that:

- no community college or four year institution faculty were involved in the process and discussions with the Tenure Task Group
- community college faculty will be required to shift their focus to research, which would inherently take away from the essential services that we provide and would require a substantial additional cost to the college instructional faculty would need course release time to handle this new set of requirements
- the services non-instructional faculty provide have been deemed as non-essential and not worthy of being a constant service at our colleges
- the periodic review process is proposed to be modified, and will involve administration approval, which deviates from the faculty-driven developmental process that is supported by the Hawaii Labor Relations Board.

Thank you for your time, and again I am asking that you VOTE NO on the report from the Tenure Task Group.

Sincerely,

Eric Denton  
Professor of Religion  
Kapi'olani Community College



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## Report of the Tenure Permitted Interaction Group

1 message

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**Mitsuyo Lani Suzuki-Severa** <suzukimi@hawaii.edu>  
To: bor.testimony@hawaii.edu

Tue, Oct 19, 2021 at 9:48 AM

To the University of Hawai'i Board of Regents,

My name is Lani Suzuki-Severa and I am submitting this written testimony in opposition to the report of the Tenure Task Group. The report proposes eliminating tenure for faculty who are not providing direct instruction, with the exception of librarian faculty. I am asking the Board of Regents to vote no on accepting the report of the Tenure Task Group.

As a non-instructional faculty member, I am a counselor and I believe that my profession is deserving of tenure. I have been employed in the UH system for approximately 15 years.

Regarding the report from the Tenure Task Group, and the potential subsequent impact, I am most concerned that:

- Non-instructional faculty are being disregarded as subject matter experts in their professions. These professions require advanced degrees to serve the needs of students with disabilities, student development, student identity, student exploration of careers and majors, first-year students, returning adult students, mental health, instructional design, library science, and more. Advanced degrees in these professions are not typically held by instructional faculty, as they are subject matter experts in their own areas of expertise and rely on non-instructional faculty to meet student needs in these areas.
- Community colleges and support staff are critical to State initiatives like [55 by '25](#) that emphasize the importance of post-secondary education that often begins at the two-year institutions. The pandemic has only highlighted the disparities between college-graduate and high school graduates; thus post-secondary education that includes college success and career counseling provided by our non-instructional faculty is critical to the economic and social health of our State.
- Community College faculty will be required to shift their focus to research, which inherently takes away from the essential services that both instructional and non-instructional faculty provide

Thank you for your time, and again I am asking that you VOTE NO on the report from the Tenure Task Group.

Sincerely,

Lani Suzuki-Severa, MEd  
Counselor/Professor  
Kapi'olani Community College

--

Lani Suzuki-Severa, MEd

Counselor, International Student Program  
Kapi'olani Community College  
Email: [suzukimi@hawaii.edu](mailto:suzukimi@hawaii.edu)  
Phone: 808-734-9228

\*\*\*\*\*

***Resource Links for Students:***

[COVID-19 KapCC Campus Information](#)

[UH Online Remote Learning Resources](#)

[UH Information Technology Services](#)

[UH Vaccination and Testing Policy](#)

[Report a Concern/Incident Reporting Form](#)



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## Report of the Tenure Permitted Interaction Group

1 message

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Julie Rancilio <rancilio@hawaii.edu>

Tue, Oct 19, 2021 at 9:54 AM

To: "bor.testimony@hawaii.edu" <bor.testimony@hawaii.edu>

To the University of Hawai'i Board of Regents,

My name is Julie Rancilio and I am a professor in Arts & Humanities at Kapi'olani Community College. I have been employed in the UH system for just over 18 years.

I am submitting this written testimony in opposition to the report of the Tenure Task Group. The report proposes eliminating tenure for faculty who are not providing direct instruction, with the exception of librarian faculty, and eliminating the current C classification for community college faculty and placing them in a category that requires research and scholarship, which would pull the instructional faculty out of the classroom. I am asking the Board of Regents to vote no on accepting the report of the Tenure Task Group.

As an instructional faculty member, I have the following concerns:

- I believe that the roles and responsibilities of non-instructional faculty members are critical to the success of students;
- The roles and responsibilities of non-instructional faculty absorb various aspects of supporting students which ultimately supports my ability to focus on teaching.
- The work of non-instructional faculty would not go away, and I do not have additional time nor expertise to absorb all of the duties and responsibilities that non-instructional faculty provide.
- The proposal to eliminate tenure for non-instructional faculty would inherently decrease the number of positions, leading to a reduction in the quality of support services to students.
- Support services to students that are provided by non-instructional faculty will be reduced, which is of particular importance at the community college level, where the student population requires more support for academic success.
- Community colleges and support staff are critical to State initiatives like [55 by '25](#) that emphasize the importance of post-secondary education that often begins at the two-year institutions. The pandemic has only highlighted the disparities between college-graduate and high school graduates; thus post-secondary education that includes college and career counseling provided by our non-instructional faculty is critical to the economic and social health of our State.
- Non-instructional faculty are being disregarded as subject matter experts in their professions. These professions require advanced degrees to serve the needs of students with disabilities, student development, student identity, student exploration of careers and majors, first-year students, returning adult students, mental health, instructional design, library science, and more. Advanced degrees in these professions are not typically held by instructional faculty, as they are subject matter experts in their own areas of expertise and rely on non-instructional faculty to meet student needs in these areas.

Regarding the report from the Tenure Task Group, I am most concerned that:

- No community college or four year institution faculty were involved in the process and discussions with the Tenure Task Group
- The report appears to have gone beyond the scope the regents asked for at the February 2021 meeting, which was specifically to review and investigate the issue of tenure (history, purpose); look outside of UH (evolution of, current views and developments on tenure) and at UH itself (the current process, criteria, and decision making on tenure).
- The report states that the proposed changes might improve the tenure classification system, but it does not explicitly state how these proposed changes would do that, nor was any data provided to substantiate these claims
- Community College faculty will be required to shift their focus to research, which inherently takes away from the essential services that both instructional and non-instructional faculty provide, and would require a substantial

additional cost to the college as the instructional faculty would need course release time to handle this new set of requirements.

- The services non-instructional faculty provide have been deemed as non-essential and not worthy of being a constant service at our colleges.
- The periodic review process is proposed to be modified, and will involve administration approval, which deviates from the faculty-driven developmental process that is supported by the Hawaii Labor Relations Board.

Rather than looking to eliminate tenure for faculty and the current C classification for community college faculty, the Board of Regents and the university should be looking for new and creative ways to improve the educational experience for our faculty and staff that will take the institution into the future of higher education.

Thank you for your time, and again I am asking that you VOTE NO on the report from the Tenure Task Group.

Sincerely,

Julie Rancilio

--

Professor of History and Phi Theta Kappa Honor Society Advisor

Kapi'olani Community College

[4303 Diamond Head Road](#)

Kalia Building, Room 211

Honolulu, HI 96816

(808) 734-9421

[rancilio@hawaii.edu](mailto:rancilio@hawaii.edu)



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## Testimony for October 21, 2021 BOR meeting

1 message

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**Randal Wada** <randalw@hawaii.edu>  
To: bor.testimony@hawaii.edu

Tue, Oct 19, 2021 at 9:59 AM

Please see attached.



**BOR testimony Oct 2021.pdf**  
115K



UNIVERSITY  
of HAWAII®  
MĀNOA

Oct 19, 2021

I would like to thank Chair Moore and the Board of Regents for the opportunity to present testimony to oppose the recent PIG Statement from the Board of Regents regarding the issue of changing tenure.

My name is Randal Wada, and I am a Professor of Nursing who has been teaching at the UHM Nancy Atmospera-Walch School of Nursing (NAWSON), formerly School of Nursing & Dental Hygiene, since 2012. I also have an appointment in the John A. Burns School of Medicine (JABSOM), but my locus of tenure resides with NAWSON.

I am opposed to the current suggestion from the Board of Regents on tenure because I believe it will not so much improve productivity as much as it will diminish our ability to retain excellent faculty, as well as our competitiveness to both attract promising new faculty, and to build for the future of NAWSON by recruiting a new Dean.

Sincerely,

Randal Wada, MD, MS, FAAP  
Professor of Nursing, NAWSON  
Professor and Chief, Division of Hematology/Oncology, Department of Pediatrics, JABSOM



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## Re: Report of the Tenure Permitted Interaction Group

1 message

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Dean Louie <dlovie@hawaii.edu>  
To: bor.testimony@hawaii.edu

Tue, Oct 19, 2021 at 10:03 AM

Aloha,

Please accept this as UHPA Faculty Testimony for the Report of the Tenure Permitted Interaction Group.

Regards,  
Dean

Contact us at the  
[Lahaina Education Center](#)  
60 Kenui Street Lahaina HI 96761  
[dlovie@hawaii.edu](mailto:dlovie@hawaii.edu) | 808-662-3911  
[The University of Hawaii Maui College](#)



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 2021\_10\_19 BOR Tesimony II.pdf  
158K

Re: Report of the Tenure Permitted Interaction Group  
[bor.testimony@hawaii.edu](mailto:bor.testimony@hawaii.edu)

Aloha,

Tuesday October 19, 2021

My name is Dean Louie, and I am an Associate Professor at the University of Hawaii Maui College. I have been employed in the UH system for over 16 years and have held many different professional teaching and leadership roles that attest to the breadth of my experience with the University of Hawaii System;

- Current Outreach Coordinator, UHMC Lahaina Education Center
- Program Coordinator - Instructor, UHMC Extended Learning & Workforce Development (ELWD)
- Program Coordinator - Faculty, UHMC Culinary Arts Program
- Chef-Owner of Independent Restaurants in Hagatna, Guam and Lahaina, HI
- Certified Chef for Hospitality Corporations in the San Francisco Bay Area, CNMI and Guam

I am submitting testimony to urge you to VOTE NO regarding the report from the Tenure Task Group. The following will provide additional information as to why I am urging you to VOTE NO.

Contesting the notion of limiting Tenure arrives at a dire time when many essential educators of the University of Hawaii Professional Assembly (UHPA) adjusted rapidly and generously to accommodate the vague direction of the State of Hawaii and its students during a time of great need. The belief to restrict, modify and limit Tenure for a selected few are draconian, presumptuous, and counter the importance of our Democratic system. And it seems to challenge the rights, freedom, and values many have sacrificed for the sake of American ideologies.

It is exasperating to endure current public-political leadership that appear to envision post-secondary education as an antiquated 1950's model of staid college engagement. Today, many UH employees are specialized and well-educated professionals that address community need, diverse demographics, best-industry practices, and the demands of a sustainable workforce, often with insufficient staffing or fiscal resources in Hawaii.

Earning Tenure and Promotion through the University of Hawaii System is an exhaustive, comprehensive academic process, requiring a minimum of five years of documented peer-reviewed scrutiny. Even through this accomplishment, rigor, and effort, Tenure does not guarantee lifetime employment. Written dossiers, performance evaluations and reviews are required and maintained to justify and endure employment post-Tenure. Continued employment requires optimistically adjusting to 21st century student-learning, employing a myriad of changing technological modalities, documented assessment, and responding quickly to the fluctuating needs and distance-learning opportunities for our students.

UHPA represents increasing numbers of high-achieving women, under-represented minorities and LGBTQ faculty and staff that enrich students, parents, partners, and colleagues with historical American cultural relevance- more than ever before. Our members fulfill an essential public trust that better the lives of our constituents in Hawaii through education whether teaching, providing research resources, developing appropriate curriculum, academic counseling, undergraduate and graduate assistance, exam proctoring, student enrichment activities and usually, all the above.

Therefore, I am respectfully submitting this testimony to urge you to VOTE NO regarding the report from the Tenure Task Group.



Dean Louie MLISc, CHE  
Associate Professor  
University of Hawaii Maui College  
[dlouie@hawaii.edu](mailto:dlouie@hawaii.edu)



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## Opposed to Tenure Permitted Interaction Group proposal

1 message

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**Loriena Yancura** <loriena@gmail.com>  
To: bor.testimony@hawaii.edu

Tue, Oct 19, 2021 at 11:10 AM

Please find my strong opposition attached.



**BOR Testimony for PIG report.docx**  
212K

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**TO:** RECIPIENT NAME

**FROM:** LORIENA YANCURA, PROFESSOR, CTAHR, DEPT FCS

**CC:** "Opposed to Tenure Permitted Interaction Group proposal"

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This memo is in **STRONG Opposition** to the recommendations under the BOR Agenda Item: BOR VII.B. Final Report and Dissolution of the Tenure Permitted Interaction Group. My opposition stems from two main sources of reasoning:

1. With regard to the expanded 5-year review policy for tenured faculty:  
**My primary objection to this is related to the expanded workload that this would place on faculty members. For example, because my appointment is in a small department, I must serve on the DPC every Fall except for when I am up for promotion. Depending upon my role (e.g., chair), the type of action (e.g., contract renewal, tenure, promotion), and the number of reviews (typically 5-9 in my department), my Fall time commitment to this endeavor has ranged from 30 to 90+ hours. If a 5-year review were to be implemented, we would not have enough faculty to serve on our DPC to fulfill the extensive increases to workload that this would require. Even if we could manage that, the workload demand would greatly hinder faculty productivity, particularly those preparing and evaluating dossiers. **Even if it were able to identify the very rare, non-productive, tenured faculty members, the cost of system-wide lost productivity would more than outweigh the savings incurred.****
2. With regard to the suggestion to the creation of a non-tenured "faculty and agent support classification and associated changes. The rationale behind that is not based on actualities of the workload and accomplishments of individuals in those positions. Truth:
  1. No evidence that the number of faculty classifications is detrimental or causing any problems.
  2. "A" faculty directly engage with students and provide direct instruction in the community
  3. Almost all "S" faculty in CTAHR have instruction appointments and teach courses on campus
  4. Definition of instruction is very narrow and does not take into account the 3-part mission of all land-grant universities: instruction, research, and extension
  5. Agents in CTAHR provide meet all three responsibilities of Tenure-Track and Tenured Faculty: Instruction: Agent faculty are actively engaged with students (guest lecturers, service learning, assignments-such as newspaper article, supervise internships, etc), provide direct instruction to citizens in the state in fulfillment of federally-mandated (and act of congress) mission of extension, develop curricula that is used in applied research



- Research: Agent and Specialist faculty conduct applied research, receive grants as PIs and Co-PIs (over \$33million since 2017), develop/publish scholarly products (journal publications, peer reviewed curricula, etc)
  - Service: Agent and Specialist faculty serve on committees inside the university, serve as experts on committees in the community, represent the universities on boards, etc. Service encompasses a lot of our work related to applied research (community and partnership development)
6. CTAHR Agent and Specialist faculty position descriptions include wording that aligns with the description of “Tenure-Track and Tenured Faculty” in the PIG report
  7. If Agents lose tenure they would become more like agents at the land-grant Universities on the mainland who do not write grants and secure external funds.



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## Testimony regarding the Permitted Interaction Group's Report on Tenure

1 message

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**Tetine Sentell** <tsentell@hawaii.edu>  
To: bor.testimony@hawaii.edu

Tue, Oct 19, 2021 at 12:29 PM

Aloha Chairman Moore and University of Hawai'i Board of Regents,

Mahalo for your time, attention, and support for higher education in our state. Testimony against the Permitted Interaction Group's Report on Tenure is attached.

Best,  
Tetine

--

Tetine Sentell, PhD  
Interim Dean  
Professor of Public Health  
Thompson School of Social Work & Public Health  
University of Hawai'i at Mānoa

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 **ThompsonSchoolTestimony\_Sentell.pdf**  
310K



October 19, 2021

Dear Regents.

I am submitting this testimony in my role as Interim Dean of the Thompson School of Social Work & Public Health at the University of Hawai'i at Mānoa (UHM) to express my **strong opposition** to the Permitted Interaction Group's Report on Tenure recommendations.

The Thompson School of Social Work & Public Health faculty, like faculty across UHM and the UH system, have been working tremendously hard to meet the needs of our students and communities while performing research and academic service with extraordinary dedication and care. These responsibilities, given our kuleana in public health and social work, have been even more constrained by the demands of the pandemic, capacity issues from the hiring freeze, and growth in demand for our programs. The Thompson School is currently home to over 720 degree seeking students, an increase of 150+ students from last year. Meanwhile, our areas of expertise in research and service are more vital and necessary than ever. At local, national, and international levels, our faculty are called upon to sit on policy and decision committees; to present scholarship in journals, conferences, and forums; and to speak with media across a variety of urgent matters.

Our faculty includes a diverse mix of Instructional, Specialist, and Research positions, all of whom contribute substantially in valuable research, instruction, service, and innovation in ways that support our students and the communities we serve. Tenure allows us to recruit and retain exemplary faculty across a vast array of expertise and to engage in important conversations internationally, nationally, and locally across what can sometimes be challenging and contentious topics.

The Permitted Interaction Group's Report seems misplaced to the needs of our university and particularly poorly timed to this moment. Our faculty should be deeply appreciated for their incredible dedication and commitment to our students, for their tremendous service the community in very visible spaces and also in often unheralded community-centered engagement, and for their stamina and flexibility to pivot their teaching, scholarship, and service to meet regular commitments, future-oriented strategic planning, and urgent demands in times of stress, crisis, change, and uncertainty that continue to this day. Instead, this experience has been demoralizing to our faculty who have been working so tirelessly.

Many other concerns have been articulated and echoed across the University around a number of aspects of the Permitted Interaction Group's recommendations, including process, implications, and legality. This all has the potential to create a distraction from the core mission of our work which is more vital than ever. These recommendations should be rejected to allow us to continue to support our faculty in their teaching, service, and cutting edge research, which all contributing to a vibrant and healthy community for our students, our university, and our state.

Sincerely,

A handwritten signature in black ink that reads 'Tetine Sentell'.

Tetine Sentell, PhD  
Interim Dean / Professor of Public Health  
Thompson School of Social Work & Public Health



## Present Testimony in Opposition to PIG

1 message

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**Glenn Teves** <gtmolokai@gmail.com>  
To: bor@hawaii.edu

Tue, Oct 19, 2021 at 12:41 PM

Aloha,

I wish to provide testimony in opposition to the Permitted Interaction Group findings. Please see attached. I've also included an overview of the Hawaii Cooperative Extension Service Programs.

Mahalo,

Glenn

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### 2 attachments



**pigtestimony1021.docx.doc**  
54K



**extension mission ctahr1021.doc**  
55K

# COOPERATIVE EXTENSION SERVICE

College of Tropical Agriculture and Human Resources  
University of Hawai'i at Mānoa  
United States Department of Agriculture Cooperating

October 19, 2021

TO: UH Board of Regents

FROM: Glenn I. Teves  
CTAHR Cooperative Extension Service – Molokai

RE: OPPOSITION to Permitted Interaction Group findings

Aloha. My name is Glenn Ioane Teves, and I am a County Extension Agent with CTAHR Cooperative Extension Service on the island of Molokai. I have worked here for 40 years, and I was hired in 1981 as the first Extension Agent to work exclusively with Hawaiian Homesteaders on Molokai. This position was created through funding from the Department of Hawaiian Home Lands (DHHL) in partnership with CTAHR. Through my commitment and passion in serving the native Hawaiian community on Molokai, I was hired to a permanent, tenured position in 1987, and granted tenure in 1992.

An overview of programs on Molokai can help regents to better understand our role. We are the face of UH and we make the university accessible and relevant. We generate and translate research to address community needs, and in many situations, we are the community's only connection to the university. Our education and outreach programs are customized to address Molokai's needs and learning levels. We work on the big picture issues including community and agriculture long-range planning, and infrastructure development, but we also work at the grassroots level with residents of all ages, including youth, adults, and kupuna to increase their capacity to deal with issues facing them.

We serve as resources for many community organizations, including leadership roles in important community initiatives. I have brought in over \$3 million in competitive grants, and through partnerships with community organizations and agencies, we have been able to secure over \$7 million directly to the community for infrastructure development, including harbor improvements, agriculture facilities, and establishment of a dialysis and business resource center. I was also able to secure \$1.1 million from the State Legislature for construction of the Molokai Cooperative Extension Office, and I also designed the facility.

I publish publications and develop curriculum for our clientele, including newsletters to inform the community of issues important to them. In all, I have written over 300 newspaper articles for the Molokai community.

This plan to rescind tenure for Extension Agents is a slap in the face to all we do throughout the state. This half-baked idea had no beginning or end, and is an example to individuals not having their head on straight. The University should be known for encouraging faculty discourse and a meeting of brilliant minds, and unfortunately this is not one of these moments. This conversation

Molokai Extension Office, P.O. Box 394, 69-1 Pu'u Pe'elua Avenue, Hoolehua, HI 96729  
Telephone: (808) 567-6932, Facsimile: (808) 567-6933, E-Mail: tevesg@ctahr.hawaii.edu Web: www.ctahr.hawaii.edu

An Equal Opportunity/Affirmative Action Institution

will definitely go down as a low point in Board of Regents deliberations, and I hope you can put this issue to rest real soon.

In closing, the University has an obligation to fulfill its Land Grant mission, this will require a thriving Cooperative Extension Service ready to stand and deliver, and this can only happen if the university has a strong commitment to CTAHR and especially the Extension Agents by protecting tenure for them. Mahalo!

# COOPERATIVE EXTENSION SERVICE

College of Tropical Agriculture and Human Resources  
University of Hawai'i at Mānoa  
United States Department of Agriculture Cooperating

October 19, 2021

## Overview of the Hawaii Cooperative Extension Service – CTAHR

by Glenn I. Teves and Heather Greenwood-Junkermeier, County Extension Agents

The Hawaii extension mission is very broad, and includes 4-H youth, food & nutrition, and intergenerational programs, in addition to agricultural education programs. Agricultural agents provide technical assistance and informal education programs in a broad array of crops such as fruits and vegetables, landscaping and native species, forestry, ornamentals and landscaping, livestock and forage, master gardening, home gardening, leadership and cooperative development, and community planning.

Extension personnel conduct research by securing competitive federal grants to address local problems unique to Hawaii. Agriculture agents conduct research on crops common only to Hawaii, including banana, papaya, macadamia, coffee, cacao, taro, turmeric, sweet potato, avocado, bread fruit and green onions, just to name a few. Agents work with hundreds of different food and herb crops, many unique to Hawaii, more than any state in the nation. In the ornamentals area, agents work on flowers unique to Hawaii, including dendrobium orchids, anthurium, foliage, and lei flowers, just to name a few.

Many CTAHR researchers and specialists have split appointments working in extension and instruction, in addition to research. As a team, researchers and extension agents create new varieties of vegetables, fruits, and ornamentals that can thrive under tropically stressed environments with high pest pressure, including diseases and insects. Others work together to develop curriculum and tools to address family community member needs.

Within the human resource (HR) side of CTAHR are the family and consumer science agents who work with a diverse population of community member to deliver extension programs, provide both direct and indirect education (instruction) and secure external grants to conduct applied research related to the extension educational interventions (research) which build resilience and capacity of youth, adults, and families. These programs serve an on-going need for knowledge and tools to combat issues such as nutrition and diet, substance abuse, aging and lifespan wellness, stress management, disaster preparedness, financial literacy, career preparation, and more. HR extension agents work with agriculture extension agents to develop opportunities for youth to learn about science and careers in agriculture, creating a pathway for local youth to become the future farmers, plant scientists, entomologists, pest management experts, and food safety professionals.

Extension programs are constantly evolving to address the needs of a changing populace, as well as a declining number of extension personnel. We have lost too many positions to retirements

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Telephone: (808) 567-6932, Facsimile: (808) 567-6933, E-Mail: [tevesg@ctahr.hawaii.edu](mailto:tevesg@ctahr.hawaii.edu) Web: [www.ctahr.hawaii.edu](http://www.ctahr.hawaii.edu)

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and the sweeping to positions as a cost cutting measure by the university and are a skeleton of our former selves. This has forced extension agents to cut back on programs as they attempt to refocus on the greatest community needs.

In closing, in order for the University to fulfill its Land Grant mission, they will need a thriving Cooperative Extension Service that's ready to stand and deliver, and this will only happen if the university has a strong commitment to CTAHR and especially the extension agents. Mahalo!

## Public Testimony Form - University of Hawaii Board of Regents

*Please provide your testimony on this form for the next University of Hawaii Board of Regents meeting. Make sure you include all the requested information so that the Board of Regents is able to clearly understand the testimony provided.*

Your Name (required) \*

Clay Trauernicht

Your Organization (optional)

University of Hawaii

Your e-mail address (in case we need to reach you) \*

trauerni@hawaii.edu

Board of Regents Agenda Item (required) \*

BOR VII.B. Final Report and Dissolution of the Tenure Permitted Interaction Group

Your Position (required) \*

Oppose

### Your Testimony/Comments

I am addressing the proposed changes to the tenure process as a tenure track faculty Specialist in Cooperative Extension. The proposed changes to tenure ignore the value that Specialists and Agents bring to the wider community and will undermine role that the University plays beyond the borders of UH campuses. This includes educational events, critical advising, and applied research that inform the public, industry professionals and county, state, and local leadership. Importantly, framing specialists' and agents' responsibilities within a tenure system maintains standards and expectations of these positions at national standards and provides the security required to focus on the needs of their clients. Whereas the ever increasing focus on tuition dollars may present a financially secure pathway from an administrative perspective, this trend completely ignores the bigger picture value of UH to our islands. By serving the broader community, Specialists and Agents, especially in the Extension program, ensure that UH's research

and education addresses locally relevant, real-world needs, providing societal value that extends well beyond the conference of degrees. I would argue that, in fact, these positions are the only part of the UH system that is directly beholden to these broader interests in our community, including natural resources, emergency response, agriculture, education, and other industry sectors. As such, taking tenure away from those position designations will disincentivize the best qualified individuals from seeking these roles and negatively impact the quality of research (and amount of extramural funds) as well as the deep networks of people within our community who, through extension faculty, inform and improve the lines of research and education undertaken by faculty across the UH system. In addition, by demoting the professional standing of Specialists and Agents within the university system, it will be harder for departments to justify creating or filling vacant extension positions, which will further isolate UH and erode the institution's relevance and ability to serve the state.

[Your Testimony \(pdf or word\)](#)

No file attached

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## Actions

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## Public Testimony Form - University of Hawaii Board of Regents

*Please provide your testimony on this form for the next University of Hawaii Board of Regents meeting. Make sure you include all the requested information so that the Board of Regents is able to clearly understand the testimony provided.*

Your Name (required) \*

sharon ehlers

Your Organization (optional)

Your e-mail address (in case we need to reach you) \*

sehlers@hawaii.edu

Board of Regents Agenda Item (required) \*

BOR VII.B. Final Report and Dissolution of the Tenure Permitted Interaction Group

Your Position (required) \*

Oppose

### Your Testimony/Comments

Aloha! I am writing in opposition to the Permitted Interaction Group's (PIG) report that the BOR is discussing on Thursday October 21, 2021. I respectfully disagree with the PIGs report that Tenure for nonteaching faculty and staff is superfluous. Teaching is hard enough with the current climate and requirements of our educational system. As evidenced by the significant drop in educational benchmarks announced today on the news, the importance of teachers and their support teams is more evident than ever. I cannot imagine teaching without the support of my librarians or the counseling staff at Kauai Community College. By eliminating tenure for these trusted and true, hardworking employees they have little incentive to remain in their positions and can leave for greener pastures at anytime leaving only inexperienced people to handle the work. That will be to the detriment of the students even more so than the instructors. Teaching is hard enough, I say again. We need our support staff! I strongly urge the BOR to decline to accept the PIG's recommendations and support tenure including all who are eligible at this time.

Respectfully submitted,  
Sharon Ehlers, MSN, APRN  
Assistant Professor of Nursing, Kauai Community College

[Your Testimony \(pdf or word\)](#)

No file attached

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## Actions

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## Public Testimony Form - University of Hawaii Board of Regents

*Please provide your testimony on this form for the next University of Hawaii Board of Regents meeting. Make sure you include all the requested information so that the Board of Regents is able to clearly understand the testimony provided.*

Your Name (required) \*

Thanh Truc Nguyen and Rosie Vierra

Your Organization (optional)

All Campus Council of Faculty Senate Chairs

Your e-mail address (in case we need to reach you) \*

nguyen@hawaii.edu

Board of Regents Agenda Item (required) \*

BOR VII.B. Final Report and Dissolution of the Tenure Permitted Interaction Group

Your Position (required) \*

Oppose

Your Testimony/Comments

Dear Chair Moore and Regents, Please see the attached testimony from the All Campus Council of Faculty Senate Chairs (ACCFSC) of the University of Hawai'i, which submits this **statement in opposition** to the Board of Regents Permitted Interaction Group Draft Resolution 21-06 "Supporting the Findings and Recommendations of the Tenure Task Group and Requesting the University of Hawai'i Administration to Facilitate the Implementation of Board Policy Revisions Through Faculty and Union Consultation."

Your Testimony (pdf or word)

[20211019\\_ACCFSC\\_Statement\\_Opposition\\_PIGTenureResolution21-06.pdf](#) (422.7 kB)



## All Campus Council of Faculty Senate Chairs (ACCFSC)

### Statement Regarding Permitted Interaction Group Report on Tenure Resolution 21-06

October 19, 2021

The All Campus Council of Faculty Senate Chairs (ACCFSC) of the University of Hawai'i submits this **statement in opposition** to the Board of Regents Permitted Interaction Group Draft Resolution 21-06 "Supporting the Findings and Recommendations of the Tenure Task Group and Requesting the University of Hawai'i Administration to Facilitate the Implementation of Board Policy Revisions Through Faculty and Union Consultation."

The purpose of the University of Hawai'i ACCFSC is to provide a formal, independent voice and organization through which the faculty of the University of Hawai'i System can participate in the development and interpretation of system-wide policy, and to promote and improve coordination, communication, and understanding among the faculty, students, community, administration, and Board of Regents. We strive for open, democratic, and collegial discussion of issues of system-wide concern.

The ACCFSC appreciates the work of the Board of Regents, however the ACCFSC is of the opinion that Resolution 21-06 oversteps the purpose of the Permitted Interaction Group. As Faculty Senate Chairs across and within the 10 UH campuses, we are aware that the BOR has received numerous testimony against the resolution on September 16, 2021 from 20 faculty and 7 administrators. We concur with the opposing testimony as well as UHPA Executive Director Christian Fern's dissenting statement. In particular, the ACCFSC has six large concerns that follow:

- There was no current faculty input into the information seeking work of the task force.
- Removing faculty from review of faculty is highly problematic in the revised language.
- There is no mention of Community College (C) faculty in the change recommendations.
- "Other scholarly articles" mentioned by the PIG as well as "modern practices at comparable universities" are vague; the specific articles and documentation of practices should be cited.
- We believe that the recommendations jeopardize WSCUC and ACCJC accreditation, which protects the UH System from undue influence and political pressure.
- Non-instructional faculty being reclassified without tenure would severely impact our ability to serve our students.

**The ACCFSC urges the Regents to vote against Resolution 21-06 and its associated policy revisions.** We advise that the new Task Force that has been formed in response to Senate Concurrent Resolution 201 include

faculty in its information-seeking work, not just in formal consultation. The ACCFSC is not a consultative body; the BOR should interact with the official campus Faculty Senates. We further request that shared governance in UH's academic policy and planning with faculty be honored by involving faculty in advising and the work of the Task Force.

Sincerely,

Thanh Truc Nguyen, ACCFSC Co-Chair, UHM College of Education

Rosie Vierra, ACCFSC Co-Chair, UH Maui College

David Tsugawa, Chair, Hawai'i Community College

Drake Zintgraff and Ross Egloria, Co-Chairs, Honolulu Community College

Richard Halverson, Chair, Kapi'olani Community College

Jonathan Kalk, Chair, Kaua'i Community College

Michael Oishi, Chair, Leeward Community College

Lance Uyeda, Laura Sue, Lisamarie Bensman, Chairs, Windward Community College

Rosie Vierra, Chair, UH Maui College

Jean Ippolito, Chair, UH Hilo

Edward Keaunui, Chair, UH West O'ahu

Brent Sipes, Chair, UH Mānoa

Thanh Truc Nguyen, Chair, UH Mānoa College of Education

Michelle Matter, Chair, UH Mānoa Cancer Center

Catherine Chan, Chair, UH Mānoa CTAHR

Victor Lubecke, Chair, UH Mānoa College of Engineering

Venkataraman Balaraman, Chair, UH Mānoa JABSOM

David Flynn, Chair, UH Mānoa Library

John Casken, Chair, UH Mānoa SONDH

Thomas Pearson, Chair, UH Mānoa Shidler College of Business



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## Report of the Tenure Permitted Interaction Group

1 message

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**Annemarie Paikai** <aapaikai@hawaii.edu>  
To: bor.testimony@hawaii.edu

Tue, Oct 19, 2021 at 1:03 PM

To the University of Hawai'i Board of Regents,

My name is Annemarie Paikai and I am submitting this written testimony in opposition to the report of the Tenure Task Group. The report proposes eliminating tenure for faculty who are not providing direct instruction, with the exception of librarian faculty. I am asking the Board of Regents to vote no on accepting the report of the Tenure Task Group.

As a librarian, I am submitting this testimony in solidarity with my fellow non-instructional faculty whose tenure options have been proposed to be eliminated. I have been employed in the UH system for approximately 5 years.

Regarding the report from the Tenure Task Group, and the potential subsequent impact, I am most concerned that:

- No faculty were involved in the process and discussions with the Tenure Task Group
- The "C" classification of community college faculty was not mentioned in the report, despite the UHCCs being the majority of the UH system
- Non-instructional faculty are being disregarded as subject matter experts in their professions. These professions require advanced degrees to serve the needs of students with disabilities, student development, student identity, student exploration of careers and majors, first-year students, returning adult students, mental health, instructional design, library science, and more. Advanced degrees in these professions are not typically held by instructional faculty, as they are subject matter experts in their own areas of expertise and rely on non-instructional faculty to meet student needs in these areas.
- The report appears to have gone beyond the scope the regents asked for at the February 2021 meeting, which was specifically to review and investigate the issue of tenure (history, purpose); look outside of UH (evolution of, current views and developments on tenure) and at UH itself (the current process, criteria, and decision making on tenure)
- The report states that the proposed changes might improve the tenure classification system, but it does not explicitly state how these proposed changes would do that, nor was any data provided to support these claims
- Community College faculty will be required to shift their focus to research, which inherently takes away from the essential services that both instructional and non-instructional faculty provide
- Support services to students that are provided by non-instructional faculty will be reduced, which is of particular importance at the community college level, where the student population requires more support
- Community colleges and support staff are critical to State initiatives like [55 by '25](#) that emphasize the importance of post-secondary education that often begins at the two-year institutions. The pandemic has only highlighted the disparities between college-graduate and high school graduates; thus post-secondary education that includes college and career counseling provided by our non-instructional faculty is critical to the economic and social health of our State.

- The periodic review process is proposed to be modified and will involve administration approval, which deviates from the faculty-driven developmental process that is supported by the Hawaii Labor Relations Board
- Tenured faculty have a contract with the University, and the report does not address the legal matters that would arise, nor a plan for the legal costs associated with the proposed changes

Thank you for your time, and again I am asking that you VOTE NO on the report from the Tenure Task Group.

Na'u nō

na Annemarie Aweau Paikai  
Instructor, CC- Hawai'i- Pacific Resources Librarian  
Ke Kula Kaiāulu o 'Ewa- Leeward Community College

Annemarie Paikai  
(She/her/hers)  
Hawai'i- Pacific Resource Librarian  
Ke Kula Kaiāulu o 'Ewa (Leeward Community College)  
(808) 455-0390  
[aapaikai@hawaii.edu](mailto:aapaikai@hawaii.edu)



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## Opposition to PIG Tenure Report Recommended Changes

1 message

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**Nancy Ooki** <ooki@hawaii.edu>  
To: bor.testimony@hawaii.edu

Tue, Oct 19, 2021 at 1:26 PM

Aloha Chairman Moore and the Board of Regents,

Please accept my testimony as attached.

<<...>>

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**Nancy Ooki**  
Interim Hawai'i State 4-H Program Leader  
Maui County 4-H and Youth Development Programs  
University of Hawaii at Manoa

310 Kaahumanu Ave, Bldg 214  
Kahului, HI 96732  
Office: 808-244-3242 ext 225  
Email: [ooki@hawaii.edu](mailto:ooki@hawaii.edu)

<http://manoa.hawaii.edu/ctahr/4h/>

<https://www.facebook.com/MauiCounty4H/>

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 **2021\_10-19\_BOR\_testimony\_Tenure\_PIG\_Report.pdf**  
289K



October 19, 2021

To the University of Hawai'i Board of Regents,

I am providing this testimony in **opposition to the changes proposed** in the Permitted Interaction Group (PIG) Report on Tenure and to address a perceived misunderstanding by the Board of Regents that the role of the faculty Agent does not merit the awarding of tenure. BOR Resolution 21-01 requested a planning vision to “support the University of Hawai'i's faculty in its role in meeting the mission to ensure the survival of present and future generations with improvement in the quality of life...” and “...working toward areas that have been identified as priorities for the University.” The work of Extension Agents (A) greatly contributes to fulfilling that mission.

The request response document, *Post-Pandemic Hawai'i and the University of Hawai'i* (Lassner, 2020), identified university goals of “educating more of Hawai'i's citizens to strengthen communities and preparing more Hawai'i residents for jobs to meet current and emerging workforce needs” as two priorities. How 4-H and youth development Extension Agents specifically contribute to these priorities is addressed below.

**I. Engage more Hawai'i residents in post-secondary education** Through programs delivered by faculty Extension Agents, youth ages 5-19 are exposed to all campuses in the UH system through on-site educational experiences and events. These experiences incorporate discussions of career and education opportunities available through the University of Hawai'i. Many of these youth are under-represented (Native Hawaiians, Filipinos, and Pacific Islanders) or could greatly benefit from higher education, including populations identified by President Lassner as “economically disadvantaged” or “live in more rural areas”.

**II. Prepare more Hawai'i residents for the jobs Hawai'i needs** All youth-focused Extension Agents in UH are educated and experienced in the delivery of Positive Youth Development, which emphasizes providing opportunities for youth to develop their knowledge and skills in areas of import mentioned such as “communicate effectively orally and in writing”; “understand science and evidence”; “critical thinking skills”; “able to work together in teams”; and “cultural competence”. Projects completed by youth focus on areas outlined as critical in Hawai'i, including computer science and food and agriculture.

The Tenure PIG provides no justification for removing tenure from Specialist (S) and Agent (A) faculty other than the proposed idea that they do not provide direct instruction yet the goals set forth by the Board and President Lassner require all that the university can provide – instruction, research, and applied education delivered through Extension. Programs developed by Extension faculty provide families and the community with practical information and skills they can use to address issues around physical wellness, mental health well-being, literacy, financial management, and career skill development, which greatly impact quality of life. HR extension agents work together with agriculture extension agents to create hands-on experiences in agriculture to develop interest for the field to support the future and sustainability of local farming and agriculture in Hawai'i.

As an important part of the development of Hawai'i's citizens to meet the future needs of the University of Hawai'i and the state of Hawai'i, CTAHR Extension Agents are an integral and equal part of the 3-pronged mission of the university to better the lives of its people.

Sincerely,

Nancy Ooki  
Interim Hawai'i State 4-H Program Leader  
Maui County 4-H and Youth Development Program Extension Agent



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## Report of the Tenure Permitted Interaction Group--Vote No

1 message

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**Yao Hill** <yaozhang@hawaii.edu>  
To: bor.testimony@hawaii.edu

Tue, Oct 19, 2021 at 1:34 PM

To the University of Hawai'i Board of Regents,

My name is **Yao Hill** and I am submitting this written testimony in opposition to the report of the Tenure Task Group. The report proposes eliminating tenure for faculty who are not providing direct instruction, with the exception of librarian faculty. I am asking the Board of Regents to vote no on accepting the report of the Tenure Task Group.

As a non-instructional faculty member, I am an institutional assessment specialist and I coordinate program and institutional level learning outcomes assessment. I have been employed in the UH system for approximately 11 years. I believe that my profession is deserving of tenure. I was tenured and I just submitted my promotion application.

Being a tenure-track faculty and the process of pursuing tenure and promotion gave me immense motivate to grow a professional, putting the interest of the students and the university at the center of my work, and continuously challenge myself to serve as the leader on campus and in my profession.

I continuously innovate new programs and constantly reflect and adjust existing programs to demonstrate my ability to exercise independent judgement and growth as a professional—the criteria for tenure and promotion.

In the past four years, I provide 160 consultations with 100% satisfaction rating, facilitated and co-facilitated 42 workshops, ensured 99.5% of assessment report submission rate, led 9 campus initiatives, and coordinated 6 campus events. I presented 39 conference presentations and published 8 articles and reports in collaboration with 21 national and international experts. I participated or led 4 national projects and coordinated 6 national events. I strive to establish my national and international expertise, in part, because of the tenure and promotion expectations.

The tenure process is not just a job security, it is a statement that the university wants us, the content experts in our field, to belong, to innovate, and to lead, no mater what our positions are, for the university to excel, to establish our statue as the world-class educational institution, an institution that invest and rely on her dedicated tenured faculty members who contribute to the reputation and prestige of the university in our own positions.

Tenure attracts and retains the best talents to serve our university. It promotes innovation, leadership, and ownership. Keep tenure!

Thank you for your time, and again I am asking that you VOTE NO on the report from the Tenure Task Group.

Sincerely,

Yao Hill

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~~~~~

Yao Zhang Hill, Ph.D.  
Associate Specialist  
Assessment and Curriculum Support Center  
[manoa.hawaii.edu/assessment](http://manoa.hawaii.edu/assessment)  
The University of Hawai'i at Mānoa  
Phone: 9564283  
Email: [yaozhang@hawaii.edu](mailto:yaozhang@hawaii.edu)

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## Testimony Opposing BOR Resolution 21-06

1 message

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**Brandi Reyes** <blreyes@hawaii.edu>  
To: bor.testimony@hawaii.edu

Tue, Oct 19, 2021 at 1:52 PM

Aloha Regents,

My name is Brandi Reyes, and I am an Assistant Professor in the Language Arts Division at Leeward Community College. I have been employed in the UH system for approximately 13 years.

I am submitting this written testimony in opposition to the report of the Tenure Task Group. The report proposes eliminating tenure for faculty who are not providing direct instruction, with the exception of librarian faculty, and eliminating the current C classification for community college faculty and placing them in a category that requires research and scholarship, which would pull the instructional faculty out of the classroom. Therefore, I am asking the Board of Regents to vote no on accepting the report of the Tenure Task Group.

As an instructional faculty member, I have the following concerns:

- I believe that the roles and responsibilities of non-instructional faculty members are critical to the success of students.
- The roles and responsibilities of non-instructional faculty absorb various aspects of supporting students, ultimately supporting my ability to focus on teaching.
- The work of non-instructional faculty would not go away, and I do not have the additional time nor expertise to absorb all of the duties and responsibilities that non-instructional faculty provide.
- The proposal to eliminate tenure for non-instructional faculty would inherently decrease the number of positions, reducing the quality of support services to students.
- Support services to students provided by non-instructional faculty will be reduced, which is of particular importance at the community college level, where the student population requires more support for academic success.
- Community colleges and support staff are critical to State initiatives like 55 by '25 that emphasize the importance of post-secondary education that often begins at the two-year institutions. The pandemic has only highlighted the disparities between college-graduate and high school graduates; thus post-secondary education that includes college and career counseling provided by our non-instructional faculty is critical to the economic and social health of our State.
- Non-instructional faculty are being disregarded as subject matter experts in their professions. These professions require advanced degrees to serve the needs of students with disabilities, student development, student identity, student exploration of careers and majors, first-year students, returning adult students, mental health, instructional design, library science, and more. Advanced degrees in these professions are not typically held by instructional faculty, as they are subject matter experts in their own areas of expertise and rely on non-instructional faculty to meet student needs in these areas.

Regarding the report from the Tenure Task Group, I am most concerned that:

- No community college or four-year institution faculty were involved in the process and discussions with the Tenure Task Group.
- The report appears to have gone beyond the scope the regents asked for at the February 2021 meeting, which was specifically to review and investigate the issue of tenure (history, purpose); look outside of UH (evolution of, current views and developments on tenure) and at UH itself (the current process, criteria, and decision making on tenure).
- The report states that the proposed changes might improve the tenure classification system. Still, it does not explicitly state how these proposed changes would do that, nor was any data provided to substantiate these claims.
- Community College faculty will be required to shift their focus to research, which inherently takes away from the essential services that instructional and non-instructional faculty provide. This shift would require a substantial additional cost to the college as the instructional faculty would need course release time to handle this new set of requirements.

- The services non-instructional faculty provide have been deemed non-essential and not worthy of being a continuous service at our colleges.
- The report proposes a modification to the periodic review process. This modification will involve administration approval, deviating from the faculty-driven developmental process that the Hawaii Labor Relations Board supports.

Thank you for your time, and again **I am asking that you VOTE NO on the report from the Tenure Task Group.**

Mahalo,  
Brandi Reyes  
Assistant Professor of English  
Leeward Community College

--

Brandi Reyes, Assistant Professor  
Pronouns: she/her/hers  
College-Level English Coordinator  
[WI Focus Board](#) Chair  
Leeward Community College  
Language Arts Division, LA 208  
808 455-0200



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## COR Testimony to the BOR OPPOSING the Report of the Tenure Permitted Interaction Group

1 message

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**UHM Faculty Senate** <uhmfs@hawaii.edu>

Tue, Oct 19, 2021 at 1:54 PM

To: BOR Testimony <bor.testimony@hawaii.edu>

Cc: Cory Lenz <corylenz@hawaii.edu>, Brent Sipes <sipes@hawaii.edu>

On Behalf of the UHM Faculty Senate - Committee on Research (COR)

Aloha,

The UHMFS Committee on Research (COR) respectfully submits testimony OPPOSING the Report of the Tenure Permitted Interaction Group.

Please see the attachment below.

Cory Lenz, Chair  
Committee on Research

**John Kinder** for Cory M. Lenz, J.D., M.L.S  
*Administrative Officer*

Mānoa Faculty Senate Office | [2500 Campus Road](#) | Hawai'i Hall 208 | Honolulu, HI 96822 | Ph: (808) 956-7725 | [uhmfs@hawaii.edu](mailto:uhmfs@hawaii.edu) | Senate Website: [www.hawaii.edu/uhmfs](http://www.hawaii.edu/uhmfs)



**COR-Testimony-Opposition-PIG-10.18.2021.docx**

65K



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MĀNOA

MĀNOA FACULTY SENATE

October 15, 2021

TO: Randolph Moore, Chair  
University of Hawai'i Board of Regents

CC: David Lassner, CEO & President  
University of Hawai'i System

Michael Bruno, Provost  
University of Hawai'i at Mānoa

FROM: Mānoa Faculty Senate Committee on Research,  
Erin Centeio,  
Sloan Coats,  
Duncan Farrah,  
Chris Farrar,  
Peiling Kao,  
Cory Lenz,  
Amanda Yoshioka-Maxwell

**RE: Mānoa Faculty Senate Committee on Research Testimony to the Board of Regents  
OPPOSING the Report of the Tenure Permitted Interaction Group**

The Mānoa Faculty Senate (MFS) Committee on Research (COR) strongly supports the University's current faculty classification system and R1 institutional classification as significant contributors to attracting prominent researchers and scholars and, thus, opposes the findings and recommendations of the Tenure Permitted Interaction Group (PIG), the Board of Regents (BOR) Resolution 21-06, and the recommended revisions to Regents Policy (RP) 9.201, .202, and .213, which carelessly devalue or threaten these classifications.

It is important to acknowledge that the R classification must remain a fixture at the University and separate from instructional faculty as their duties, although aligned, are different. The current classifications demonstrate the University's commitment to research, internally but more importantly externally as top scholars and researchers weigh accepting appointment offers. Were the PIG recommendations to be adopted, top talent would look past the University and consider other institutions with a more demonstrable commitment to research. Moreover, the R classification and the University's other faculty classifications illustrate the complex, interdisciplinary, and diverse nature of the work faculty from all the schools and colleges are

UNIVERSITY OF HAWAII AT MĀNOA FACULTY SENATE  
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E-Mail: [uhmfs@hawaii.edu](mailto:uhmfs@hawaii.edu) • Website: <http://www.hawaii.edu/uhmfs/>  
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performing and remain committed to. The PIG recommendations explicitly seek to undermine the diversity of these working relationships and collaborations and, in some instances, to pit instructional faculty against research faculty (*see* RP 9.213(III)(E)(2)(a)).

The reasoning for the faculty reclassifications is impossible to gauge from the PIG recommendations, a lack of transparency that casts serious doubt on the care, consideration, and attention to detail that went into the PIG findings. Even more illustrative of this lack of consideration are the recommendations that try to skirt collective bargaining rights and basic contract law when, for instance, PIG unilaterally creates additional tenure requirements and a post tenure review (*see, e.g.*, 9.213(III)(E)(2)(a), .213(III)(B)). Any changes to the protocols, procedures, and conditions related to tenure have to include the University of Hawai'i Professional Assembly (UHPA), State of Hawai'i, and BOR. The PIG did not consult all partners.

Finally, the PIG recommendations callously threaten the University's Carnegie R1 classification. Over 130 institutions are classified as Highest Research Activity (R1). These institutions attract more of the following: 1) grant money; 2) public-private partnerships, leading to additional sources of outside money; 3) talented researchers and scholars, with higher research outputs and publications; and 4) students with higher academic credentials. For these reasons, a state legislature urgently takes any action necessary to preserve the R1 status of its universities by drawing the "connection between those status rankings and the state's ability to attract new businesses, strengthen its economy, and broaden existing research efforts."<sup>1</sup> The University maintains its R1 status because of the efforts and the excellent work and publications of its researchers. This includes many classifications beyond the R classification as faculty with different designations (e.g., I, M, J, S, E, L) all contribute to the research agenda at Mānoa in their own unique ways. Other University units, businesses, and the State benefit from this R1 status and yet rather than move to preserve it, the PIG recommendations threaten it by eliminating the current classification system, sowing dissent between the research and instructional faculty (among others), and dishonoring the collective bargaining process. This sends the clear message to the research community that the University does not value research or its researchers, and this sends money and top talent elsewhere.

The recklessness of the PIG recommendations has caused significant stress to a great many people committed to maintaining excellence to preserve the University's R1 status. COR appreciates their excellence and strongly opposes the PIG findings and recommendations, BOR Resolution 21-06, and the recommended revisions to RP 9.201, .202, and .213, which eliminate the current faculty classification system and undermine collective bargaining rights.

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<sup>1</sup> Khaleel Seecharan, *Exploring the Impetus of R2 Universities That Attain R1 Status 38-39 (2020)* (Ph.D. dissertation, University of Pennsylvania) (ProQuest).

## Public Testimony Form - University of Hawaii Board of Regents

*Please provide your testimony on this form for the next University of Hawaii Board of Regents meeting. Make sure you include all the requested information so that the Board of Regents is able to clearly understand the testimony provided.*

Your Name (required) \*

Marina Karides

Your Organization (optional)

NSF ADVANCE Building Relationships to Increase Diversity and Gender Equity (BRIDGE), #1725604

Your e-mail address (in case we need to reach you) \*

mkarides@hawaii.edu

Board of Regents Agenda Item (required) \*

BOR VII.B. Final Report and Dissolution of the Tenure Permitted Interaction Group

Your Position (required) \*

Oppose

Your Testimony/Comments

Your Testimony (pdf or word)

[BRIDGE.Testimony.Tables.Gender.Bias.P.I.G.report.pdf](#) (470.1 kB)



19 October 2021

Dear Regents,

I write to you in my role as PI of the National Science Foundation (NSF) ADVANCE grant in which my team was awarded 1.3 million dollars in 2017 to study the conditions of gender equity and race and ethnic diversity in STEM fields across the UHCCs, at UH Hilo, and UH West Oahu over the last 5 years. The original award arrived through the Vice President Office of the UHCCs when Suzette Robinson was in leadership. Recognizing that there are both institutional and cultural barriers to women and faculty of color success in STEM, the NSF instituted ADVANCE awards distributing more than \$270 million dollars across U.S. institutions of higher education. NSF realizes that innovative science is dependent on wide perspectives and the inclusive hiring of tenure-track scientists and specialists from diverse backgrounds.

We collected digitally distributed surveys from faculty on all UHCC campuses, UH Hilo, and UH West Oahu with a significant response rate of approximately 40 percent. I credit this high response rate to the elegance of the survey, but also to the deep concerns faculty have at these campuses, particularly at the UHCCs and UH Hilo where faculty identified high levels of bullying and harassment and the lack of intervention by administrators to address these concerns. As well we document extreme examples of economic hardship at the UHCCs including that 10 percent of its faculty have experienced homelessness. As a comparison to California and New York, respectively holding the 2<sup>nd</sup> and 3<sup>rd</sup> highest cost of living after Hawai'i, the average annual salaries of College, Universities, and Professional Schools are 24 percent higher in California, and 35 percent higher in New York than Hawai'i's.<sup>1</sup> As we conclude our grant and finalize our report, I am glad to share the results of our study with you.

More directly to the report by members of the UH Board of Regents' Permitted Interaction Group on Tenure (Task Force) submitted to the Board, I address the recategorization of non-instructional faculty in relation to the UHCCs as not deserving of tenure. First, the scientific literature demonstrates that it is more likely that groups traditionally under-represented in higher education employment will populate service positions. The Task Force recommendation to remove from tenure these positions arrive at a time when many US campuses are reimagining trajectories towards tenure largely due to the unevenness of who completes service work. The studies are conclusive, women and faculty from under-represented groups contribute more to service, for a variety of reasons, such as their investment in nurturing the next generation. College students gravitate to campus employees that look like them. These faculty, instructional and non-instructional, therefore spend more time mentoring and supporting our student populations across all campuses.

Our data from the UHCCs demonstrate that instructional and non-instructional faculty work on average a 50-hour work week – in our qualitative interviews we have documented stories of the efforts and the extraordinary time academic coordinators (non-instructional faculty) put towards nurturing students towards success. By success we mean graduation, employment, and/or continuing on to the next degree. As you know K-12 education in Hawai'i is woefully underfunded. It is at the community colleges, and including those in non-instructional positions, that nurture these students towards graduation and towards a four-year degree. My own appreciation of the extent of the work that instructional and non-instructional personnel complete at the UHCCs (and community colleges generally) was limited prior to this NSF funded research as well as my own enrollment in Hawaiian Studies at UHCC Haw.

Given that our analysis has been shared with UHCC System administration, including the OVPCC, where our grant originated, it is very difficult to understand on what basis they would recommend to un-tenure positions upon which student success relies upon. Was any data and analysis provided by the Task Force to support their language and recommendations?

Additionally, our findings lead me to support the recognition of research conducted by CC faculty in their tenure and promotion applications, which, according to our data, has been dismissed or been a detriment to advancement. However, our findings stand against the Task Force's recommendation to require it from overburdened and underpaid community faculty – a major theme in our analysis of surveys and interviews. Community college faculty and personnel, more than any other group, tend to students in crisis, remedial instruction, develop grants to employ students, for community projects, and innovative and place-based instruction.

How unkind, from my perspective for those on the Task Force to make such determinations (with no supporting evidence) at a time when all UH System personnel, and in my mind those at the UHCCs particularly, have done their due diligence to caretake Hawai'i in its pandemic crisis. Faculty, instructional and non-instructional, and specialists keep an eye on science and maintain an optimism of a world with potentials that is foundational to higher education instruction and research.

Strikingly problematic, in regards to the positions proposed for the removal of tenure is the issue of gender equity. Gender equity and workplace conditions free of bullying and harassment is important from my perspective so that women have the equal opportunity to hold academic careers in the UH System in which they thrive. However, from your position as BOR, gender equity is also important because of the positive outcomes socially and economically that it provides to Hawai'i.

Attached to this email are tables for your review regarding the gender biased impact on the positions that the Task Force has recommended to eliminate at the UHCCs and across the system. I am curious if the Task Force conducted a gender or DEI assessment on the impact of their proposals. Across the UHCCs approximately 199 positions are categorized as non-

instructional or about 24 percent of instructional and non-instructional employees. Of the UHCC positions impacted, women fill approximately 72% of these positions.<sup>2</sup> In other words, women are more than twice as likely as men to be impacted by these changes. Given that countless academic studies demonstrate that service and non-instructional positions will continue to be occupied by women, the proposed changes are gender biased and goes against efforts towards equal employment opportunities.

Finally, along with an over-representation of women, the positions you propose to remove from tenure track are also more likely to be held by Native Hawaiians and Pacific Islanders and other under-represented groups than other tenure track positions. This outcome also stands in contrast to recent commitments by UH and the state to support diversity, equity, and inclusion. Given the millions of dollars the UH System has garnered from the Title III grants in the interest of advancing Native Hawaiians within the UH System, the removal of tenure in the positions that Native Hawaiian and other under-represented groups in higher education populate at the UHCCs, UH Hilo, and UH West Oahu is also contradictory to the state's and university's commitment. Furthermore, in our study of STEM faculty across these campuses the dearth of Native Hawaiian faculty reflects a failure of the UH System to hire and support the advancement promised from its financial windfall of grants and RTRF received.

I appreciate your attention to the negative impact the proposed changes will have on equity, diversity, and inclusion across the UH System. Again, the attached table demonstrates bias in the positions put forth to be removed from the tenure track. It also challenges the uninformed de-valuation of specialists and non-instructional positions by the Task Force. Their recommendations weaken the security of academic freedom overall and targets positions that serve both Hawai'i's students and our islands. The Task Force also neglects that new hires are the most promising way to diversify faculty bodies in the interest of enriching student learning and research.

Mahalo,

*Marina Karides*

Marina Karides, PI  
NSF ADVANCE Building Relationships to Increase Diversity and Gender Equity (BRIDGE)  
#1725604

1. U.S Bureau of Labor Statistics, 2020, <https://www.bls.gov/oes/current/oes250000.htm>
2. Number of Personnel and FTE: All Funds (By Campus, Classification and Rank) - University of Hawaii Fall 2020, Tenure/Tenure Track, 2020, <https://data.hawaii.edu/#/reports/FAC01>

An Impact Analysis on Gender Equity of the Proposed Changes by the UH Board of Regents'  
Permitted Interaction Group on Tenure (Task Force)  
Regents Policy RP 9.202 Classification Plans and Compensation\*

provided by NSF ADVANCE BRIDGE, #1725604  
Building Relationships to Increase Diversity and Gender Equity

\*The assessment is based on the gender composition of those currently employed in positions proposed for removal from the tenure track as proxy for those that would be impacted in the future.

# Fall 2020 UH Full-time Tenure/Tenure Track Faculty

data from IRAPO <data.hawaii.edu> FACSTAFF TABLE 0, NUMBER OF PERSONNEL AND FTE: ALL FUNDS (BY CAMPUS, CLASSIFICATION AND RANK)  
UNIVERSITY OF HAWAII FALL 2020 -TENURE/TENURE TRACK

## Total 4-Year Campuses

Campus	Faculty Total	Men	Women	Men Impacted	Women Impacted	Total Impacted Specialist/Agents	% Impacted
University of Hawaii at Manoa (UHM)	1290	697	593	78	133	211	16%
University of Hawaii at Hilo (UHH)	192	106	86	7	13	20	10%
University of Hawaii - West Oahu (UHWO)	103	48	55	9	12	21	20%
Total 4-Year	1,585	851	734	94	158	252	16%

## Women Percentage of Only Impacted 4-yr Faculty by Changes

Campus	Fac Total	Men	Women	% Women Impacted
UHM	211	78	133	63%
UHH	20	7	13	65%
UHWO	21	9	12	57%
TOTAL IMPACTED	252	94	158	63%

# Fall 2020 UH Full-time Tenure/Tenure Track Faculty

data from IRAPO <data.hawaii.edu> FACSTAFF TABLE 0, NUMBER OF PERSONNEL AND FTE: ALL FUNDS (BY CAMPUS, CLASSIFICATION AND RANK)  
UNIVERSITY OF HAWAII FALL 2020 -TENURE/TENURE TRACK

## Total Community Colleges

Campus	Fac Total	Men	Women	Non-Instructional		Total Non-Instructional Faculty Impacted	% Non-Instructional Faculty Impacted
				Men Impacted	Women Impacted		
Hawaii CC	93	29	64	3	15	18	19%
Honolulu CC	122	65	57	10	22	32	26%
Kapiolani CC	199	90	109	10	35	45	23%
Kauai CC	61	31	30	7	9	16	26%
Leeward CC	180	80	100	13	27	40	22%
Maui C	90	39	51	8	17	25	28%
Windward CC	64	28	36	3	12	15	23%
<b>Total UHCC</b>	<b>809</b>	<b>362</b>	<b>447</b>	<b>54</b>	<b>137</b>	<b>191</b>	<b>24%</b>

## Women Percentage of only Impacted by Changes

Campus	Fac Total	Men	Women	% Women Impacted
UHCC	191	54	137	72%

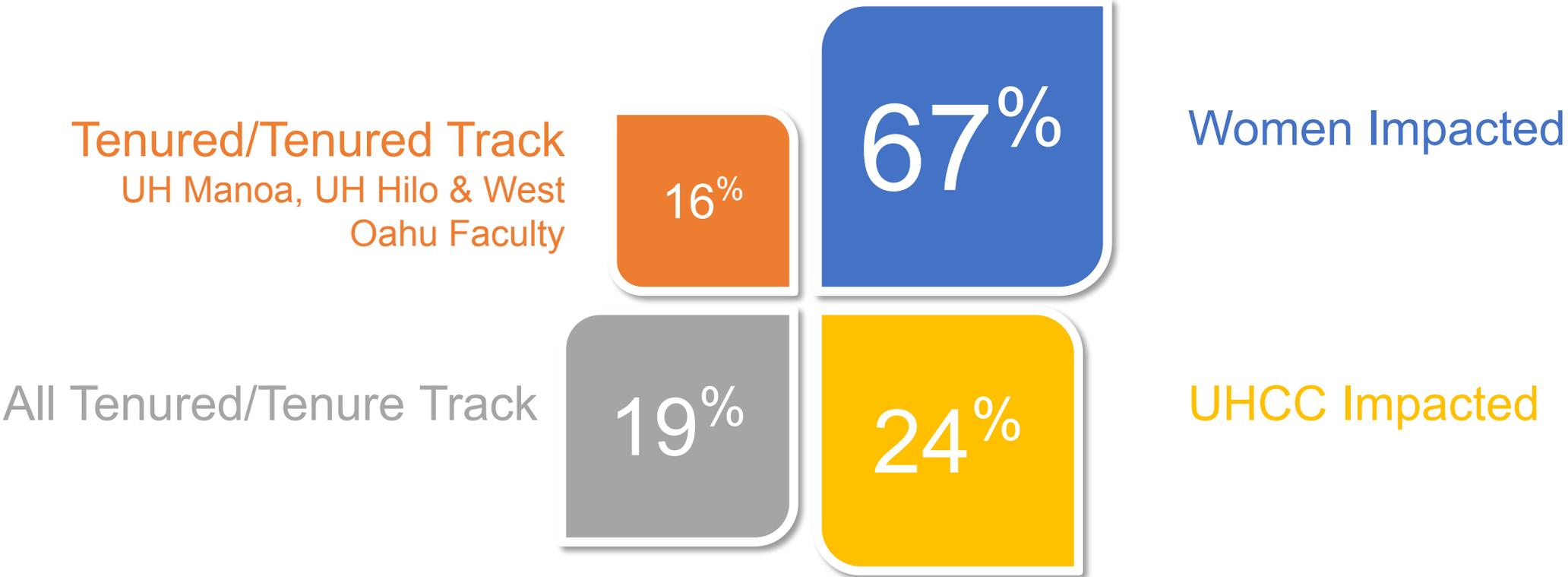
# Fall 2020 UH Full-time Tenure/Tenure Track Faculty

data from IRAPO <data.hawaii.edu> FACSTAFF TABLE 0, NUMBER OF PERSONNEL AND FTE: ALL FUNDS (BY CAMPUS, CLASSIFICATION AND RANK)  
UNIVERSITY OF HAWAII FALL 2020 -TENURE/TENURE TRACK

## Percentage out of Faculty Impacted by Changes

Campus	Fac Total	Men	Women	% Women Impacted
UHM	211	78	133	63%
UHH	20	7	13	65%
UHWO	21	9	12	57%
UHCC	191	54	137	72%
<b>TOTAL IMPACTED</b>	<b>443</b>	<b>148</b>	<b>295</b>	<b>67%</b>

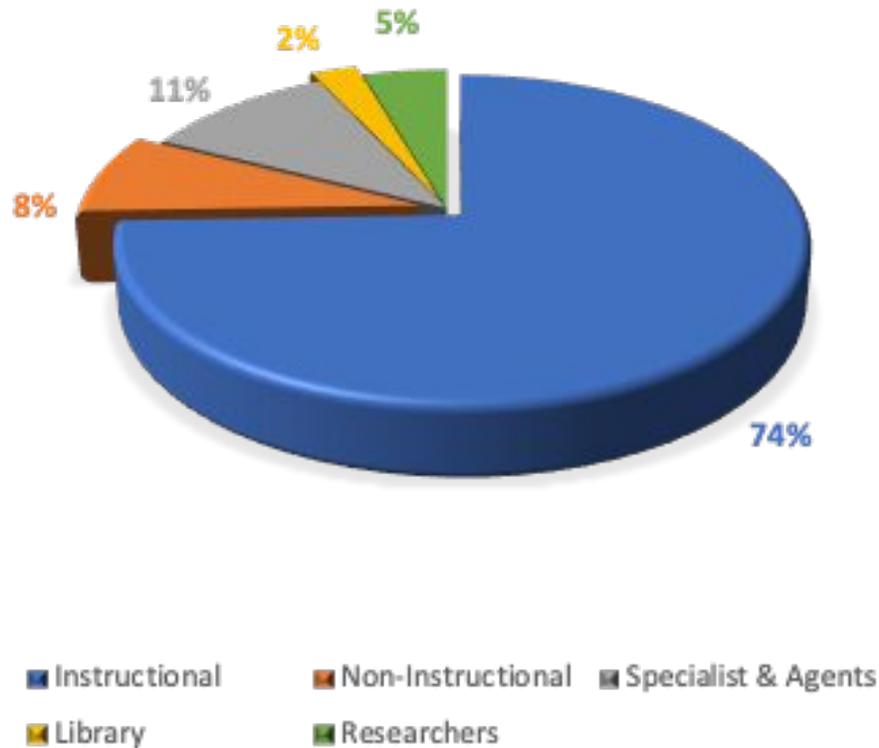
# UH Tenured/Tenure Track Faculty Impacted by Change



\* data from IRAPO <data.hawaii.edu> FACSTAFF TABLE 0, NUMBER OF PERSONNEL AND FTE: ALL FUNDS (BY CAMPUS, CLASSIFICATION AND RANK) UNIVERSITY OF HAWAII FALL 2020 -TENURE/TENURE TRACK

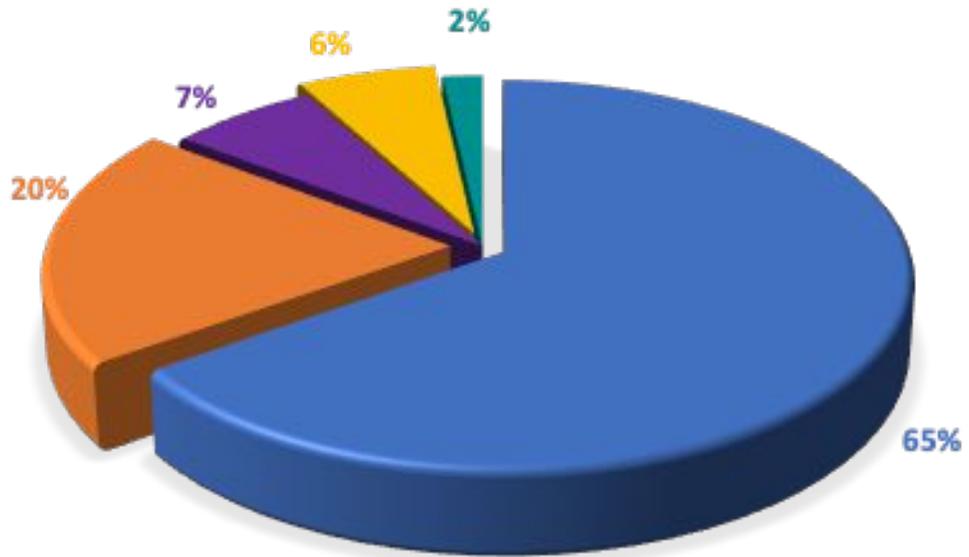
# All Tenure/Tenure Track Faculty by Category

BREAK DOWN OF ALL FACULTY

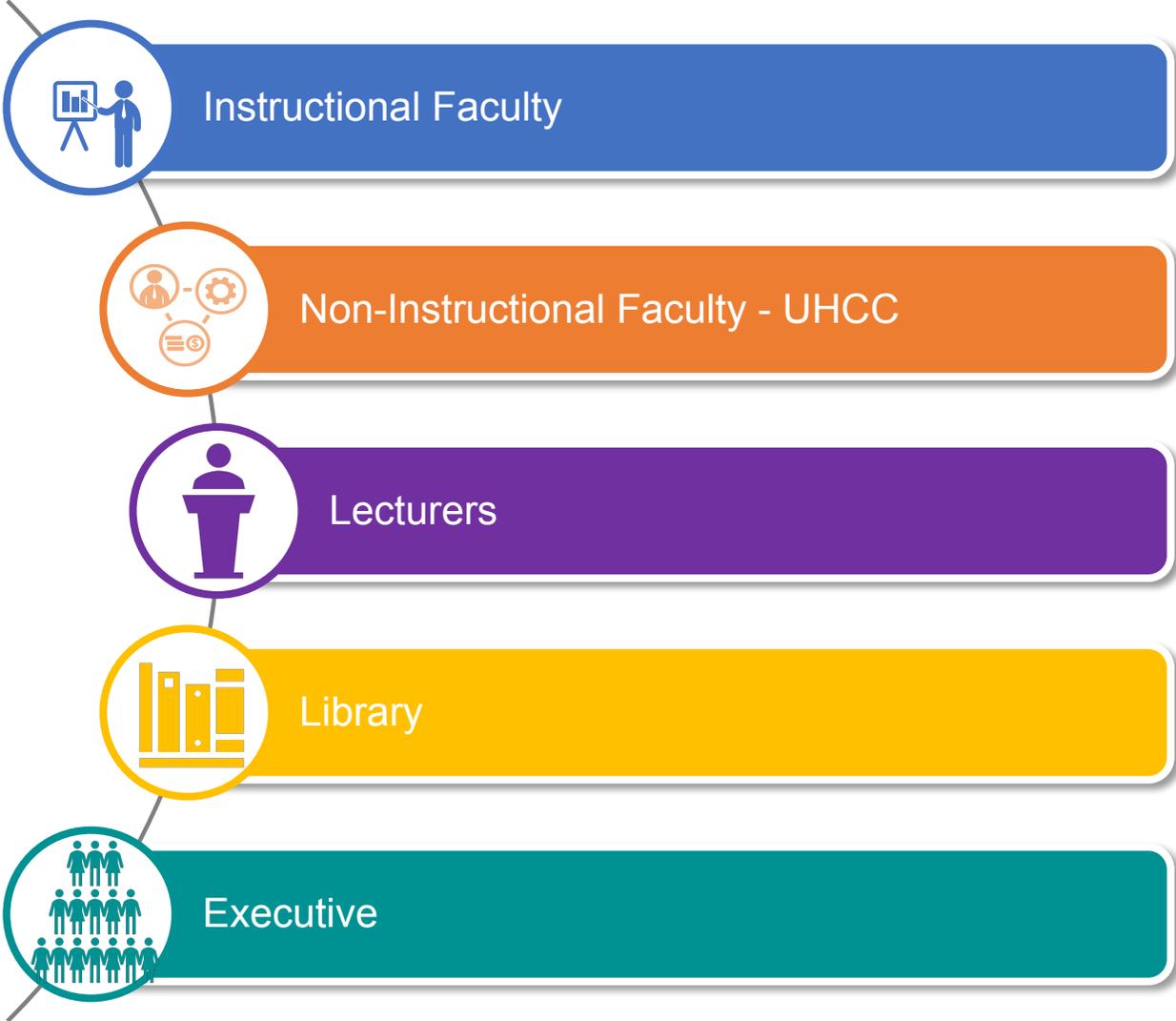


• data from IRAPO <data.hawaii.edu> FACSTAFF TABLE 0, NUMBER OF PERSONNEL AND FTE: ALL FUNDS (BY CAMPUS, CLASSIFICATION AND RANK) UNIVERSITY OF HAWAII FALL 2020 -TENURE/TENURE TRACK  
• Library faculty for UHCC is included in Non-Instructional Faculty

# UHCC Faculty by Category



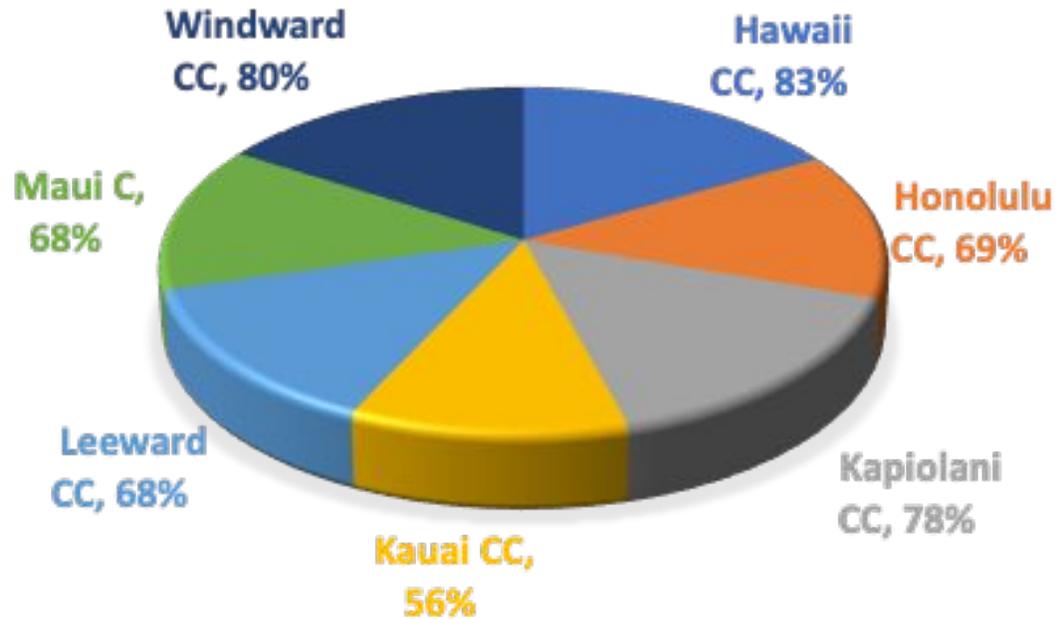
■ Instructional ■ Non-Instructional ■ Lecturers ■ Library ■ Executives



\* data from IRAPO <data.hawaii.edu> FACSTAFF TABLE 0, NUMBER OF PERSONNEL AND FTE: ALL FUNDS (BY CAMPUS, CLASSIFICATION AND RANK) UNIVERSITY OF HAWAII FALL 2020 -TENURE/TENURE TRACK

# Non-Instructional Women Impact by Change

INDEPENDENT PERCENTAGE FOR WOMEN IMPACTED BY CAMPUS



## Impact by Campus

	Total	Men	Women
Hawaii CC	18	3	15
Honolulu CC	32	10	22
Kapiolani CC	45	10	35
Kauai CC	16	7	9
Leeward CC	40	13	27
Maui College	25	8	17
Windward CC	15	3	12
<b>Total UHCC</b>	<b>191</b>	<b>54</b>	<b>137</b>

Total Faculty from UHCC  
809: 362 Men / 447 Women

## Public Testimony Form - University of Hawaii Board of Regents

*Please provide your testimony on this form for the next University of Hawaii Board of Regents meeting. Make sure you include all the requested information so that the Board of Regents is able to clearly understand the testimony provided.*

Your Name (required) \*

Donna Matsumoto

Your Organization (optional)

Leeward Community College

Your e-mail address (in case we need to reach you) \*

donnamat@hawaii.edu

Board of Regents Agenda Item (required) \*

BOR VII.B. Final Report and Dissolution of the Tenure Permitted Interaction Group

Your Position (required) \*

Oppose

### Your Testimony/Comments

My name is Donna Matsumoto, and I am a professor in the Language Arts Division at Leeward Community College. I have been employed in the UH system for approximately twenty years.

I am submitting this written testimony in opposition to the report of the Tenure Task Group. The report proposes eliminating tenure for faculty who are not providing direct instruction, with the exception of librarian faculty, and eliminating the current C classification for community college faculty and placing them in a category that requires research and scholarship, which would pull the instructional faculty out of the classroom. Therefore, I am asking the Board of Regents to vote no on accepting the report of the Tenure Task Group.

As an instructional faculty member, I have the following concerns:

- I believe that the roles and responsibilities of non-instructional faculty members are critical to the success of students.
- The roles and responsibilities of non-instructional faculty absorb various aspects of supporting students, ultimately supporting my ability to focus on teaching.
- The work of non-instructional faculty would not go away, and I do not have the additional time nor expertise to absorb all of the duties and responsibilities that non-instructional faculty provide.
- The proposal to eliminate tenure for non-instructional faculty would inherently decrease the number of positions, reducing the quality of support services to students.
- Support services to students provided by non-instructional faculty will be reduced, which is of particular importance at the community college level, where the student population requires more support for academic success.
- Community colleges and support staff are critical to State initiatives like 55 by '25 that emphasize the importance of post-secondary education that often begins at the two-year institutions. The pandemic has only highlighted the disparities between college-graduate and high school graduates; thus post-secondary education that includes college and career counseling provided by our non-instructional faculty is critical to the economic and social health of our State.
- Non-instructional faculty are being disregarded as subject matter experts in their professions. These professions require advanced degrees to serve the needs of students with disabilities, student development, student identity, student exploration of careers and majors, first-year students, returning adult students, mental health, instructional design, library science, and more. Advanced degrees in these professions are not typically held by instructional faculty, as they are subject matter experts in their own areas of expertise and rely on non-instructional faculty to meet student needs in these areas.

Regarding the report from the Tenure Task Group, I am most concerned that:

- No community college or four-year institution faculty were involved in the process and discussions with the Tenure Task Group.
- The report appears to have gone beyond the scope the regents asked for at the February 2021 meeting, which was specifically to review and investigate the issue of tenure (history, purpose); look outside of UH (evolution of, current views and developments on tenure) and at UH itself (the current process, criteria, and decision making on tenure).
- The report states that the proposed changes might improve the tenure classification system. Still, it does not explicitly state how these proposed changes would do that, nor was any data provided to substantiate these claims.
- Community College faculty will be required to shift their focus to research, which inherently takes away from the essential services that instructional and non-instructional faculty provide. This shift would require a substantial additional cost to the college as the instructional faculty would need course release time to handle this new set of requirements.
- The services non-instructional faculty provide have been deemed non-essential and not worthy of being a continuous service at our colleges.
- The report proposes a modification to the periodic review process. This modification will involve administration approval, deviating from the faculty-driven developmental process that the Hawaii Labor Relations Board supports.

Thank you for your time, and again **I am asking that you VOTE NO on the report from the Tenure Task Group.**

Sincerely,

Donna Matsumoto  
Professor in English  
Leeward Community College

## Public Testimony Form - University of Hawaii Board of Regents

*Please provide your testimony on this form for the next University of Hawaii Board of Regents meeting. Make sure you include all the requested information so that the Board of Regents is able to clearly understand the testimony provided.*

Your Name (required) \*

Erica Balbag-Gerard

Your Organization (optional)

Honolulu Community College

Your e-mail address (in case we need to reach you) \*

ealbag@hawaii.edu

Board of Regents Agenda Item (required) \*

BOR VII.B. Final Report and Dissolution of the Tenure Permitted Interaction Group

Your Position (required) \*

Comments Only

### Your Testimony/Comments

Aloha e University of Hawai'i Board of Regents!

My name is *Erica Balbag-Gerard* and I am submitting this written testimony in opposition to the report of the Tenure Task Group. The report proposes eliminating tenure for faculty who are not providing direct instruction, with the exception of librarian faculty. I am asking the Board of Regents to **VOTE NO** on accepting the report of the Tenure Task Group.

I have been employed in the University of Hawaii (UH) System for approximately 12 years. As a non-instructional faculty member, I am an Academic Counselor who believes that my profession is deserving of tenure. Just as my instructional counterparts I provide instruction to students on success/soft skills that

future employers look for and value in prospective employees. As a non-instructional faculty I teach students how to be positive contributors in the communities that they live in, which I believe translates into communities that are vibrant, welcoming, and growing.

Specific to the report from the Tenure Task Group, I am most concerned that:

- No faculty were involved in the process and discussions with the Tenure Task Group.
- The “C” classification of community college faculty was not mentioned in the report despite the University of Hawaii Community Colleges being the majority of the UH System.
- Non-instructional faculty are being disregarded as subject matter experts in their professions. To qualify for my position I needed to meet the minimum qualification of having an advanced degree that focused on an academic foundation centered on serving the needs of students with disabilities, student development, student identity, student exploration of careers and majors, first-year students, returning adult students, mental health, and more. Advanced degrees in my profession are not typically held by instructional faculty, as they are subject matter experts in their own areas of expertise and rely on non-instructional faculty to meet student needs in these areas.
- Community College faculty will be required to shift their focus to research, which will inherently take away from the essential services that both instructional and non-instructional faculty provide students.
- Support services to students that are provided by non-instructional faculty will be reduced, which is of particular importance at the community colleges where the student population requires more support services to be successful academically.
- Community colleges and support staff are critical to State initiatives like [55 by '25](#) that emphasize the importance of post-secondary education that often begins at the two-year institutions. The pandemic has only highlighted the disparities between college-graduates and high school graduates thereby making post-secondary education that includes college and career counseling provided by our non-instructional faculty critical to the economic and social health of our State.

Thank you for your time, and I ask that you **VOTE NO** on the report from the Tenure Task Group.

Respectfully submitted,

*Erica Balbag-Gerard, MSCP  
Academic Counselor  
Honolulu Community College*

[Your Testimony \(pdf or word\)](#)

No file attached

## Actions

Close

Export



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## Report of the Tenure Permitted Interaction Group

1 message

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**Neva Supe-Roque** <nevas@hawaii.edu>  
To: bor.testimony@hawaii.edu

Tue, Oct 19, 2021 at 2:17 PM

To the University of Hawai'i Board of Regents,

My name is Neva Supe-Roque and I am submitting this written testimony in opposition to the report of the Tenure Task Group. The report proposes eliminating tenure for faculty who are not providing direct instruction, with the exception of librarian faculty. I am asking the Board of Regents to vote no on accepting the report of the Tenure Task Group.

As a non-instructional faculty member, I am a Curriculum Developer with an M.S. in Instructional Design. and I believe that my profession is deserving of tenure. I have been employed in the UH system for approximately 7 years.

Regarding the report from the Tenure Task Group and the potential subsequent impact, I am most concerned that:

- No faculty were involved in the process and discussions with the Tenure Task Group
- The "C" classification of community college faculty was not mentioned in the report, despite the UHCCs being the majority of the UH system
- Non-instructional faculty are being disregarded as subject matter experts in their professions. These professions require advanced degrees to serve the needs of students with disabilities, student development, student identity, student exploration of careers and majors, first-year students, returning adult students, mental health, instructional design, library science, and more. Advanced degrees in these professions are not typically held by instructional faculty, as they are subject matter experts in their own areas of expertise and rely on non-instructional faculty to meet student needs in these areas.
- The report appears to have gone beyond the scope the regents asked for at the February 2021 meeting, which was specifically to review and investigate the issue of tenure (history, purpose); look outside of UH (evolution of, current views and developments on tenure) and at UH itself (the current process, criteria, and decision making on tenure)
- The report states that the proposed changes might improve the tenure classification system, but it does not explicitly state how these proposed changes would do that, nor was any data provided to support these claims
- Community College faculty will be required to shift their focus to research, which inherently takes away from the essential services that both instructional and non-instructional faculty provide
- Support services to students that are provided by non-instructional faculty will be reduced, which is of particular importance at the community college level, where the student population requires more support
- Community colleges and support staff are critical to State initiatives like [55 by '25](#) that emphasize the importance of post-secondary education that often begins at the two-year institutions. The pandemic has only highlighted the disparities between college-graduate and high school graduates; thus post-secondary education that includes college and career counseling provided by our non-instructional faculty is critical to the economic and social health of our State.

- The periodic review process is proposed to be modified and will involve administration approval, which deviates from the faculty-driven developmental process that is supported by the Hawaii Labor Relations Board
- Tenured faculty have a contract with the University, and the report does not address the legal matters that would arise, nor a plan for the legal costs associated with the proposed changes

Thank you for your time, and again I am asking that you VOTE NO on the report from the Tenure Task Group.

Sincerely,

*Neva Supe-Roque*  
*Curriculum Developer & Coordinator*  
*Hawai'i Community College*

--

***Anything meaningful in life makes others thrive. In order to achieve the innovation of this, vulnerable collaboration and trust is necessary.***



**Neva K. Supe-Roque**  
**Curriculum Developer**  
**Hawaii Community College**  
**Edvance**  
**1175 Manono St. Bld 381-A**  
**Room C-3**  
**Hilo, HI 96720**  
**Ph: 808-934-2782 or ext: 2782**



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## Report of the Tenure Permitted Interaction Group

1 message

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**Bed Paudyal** <paudyal@hawaii.edu>  
To: bor.testimony@hawaii.edu

Tue, Oct 19, 2021 at 2:35 PM

To the University of Hawai'i Board of Regents,

My name is Bed Paudyal and I am an Assistant Professor in the Language Arts Division at Honolulu Community College. I have been employed in the UH system for approximately ten years.

I am submitting this written testimony in opposition to the report of the Tenure Task Group. The report proposes eliminating tenure for faculty who are not providing direct instruction, with the exception of librarian faculty, and eliminating the current C classification for community college faculty and placing them in a category that requires research and scholarship, which would pull the instructional faculty out of the classroom. I am asking the Board of Regents to vote no on accepting the report of the Tenure Task Group.

As an instructional faculty member, I have the following concerns:

- I believe that the roles and responsibilities of non-instructional faculty members are critical to the success of students.
- The roles and responsibilities of non-instructional faculty absorb various aspects of supporting students which ultimately supports my ability to focus on teaching.
- The work of non-instructional faculty would not go away, and I do not have additional time nor expertise to absorb all of the duties and responsibilities that non-instructional faculty provide.
- The proposal to eliminate tenure for non-instructional faculty would inherently decrease the number of positions, leading to a reduction in the quality of support services to students.
- Support services to students that are provided by non-instructional faculty will be reduced, which is of particular importance at the community college level, where the student population requires more support for academic success.
- Non-instructional faculty are being disregarded as subject matter experts in their professions. These professions require advanced degrees to serve the needs of students with disabilities, student development, student identity, student exploration of careers and majors, first-year students, returning adult students, mental health, instructional design, library science, and more. Advanced degrees in these professions are not typically held by instructional faculty, as they are subject matter experts in their own areas of expertise and rely on non-instructional faculty to meet student needs in these areas.

Regarding the report from the Tenure Task Group, I am most concerned that:

- No community college or four year institution faculty were involved in the process and discussions with the Tenure Task Group.
- The report appears to have gone beyond the scope the regents asked for at the February 2021 meeting, which was specifically to review and investigate the issue of tenure (history, purpose); look outside of UH (evolution of, current views and developments on tenure) and at UH itself (the current process, criteria, and decision making on tenure).

- Community College faculty will be required to shift their focus to research, which inherently takes away from the essential services that both instructional and non-instructional faculty provide, and would require a substantial additional cost to the college as the instructional faculty would need course release time to handle this new set of requirements.
- The periodic review process is proposed to be modified, and will involve administration approval, which deviates from the faculty-driven developmental process that is supported by the Hawaii Labor Relations Board.

Thank you for your time, and again I am asking that you VOTE NO on the report from the Tenure Task Group.

Sincerely,

Bed Paudyal  
Assistant Professor  
Honolulu Community College



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## Tenure Issue Testimony

1 message

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**Julienne K. Maeda** <julienne@hawaii.edu>  
To: bor.testimony@hawaii.edu  
Cc: "Dr. Krystyna S. Aune" <krystyna@hawaii.edu>

Tue, Oct 19, 2021 at 2:36 PM

Aloha,

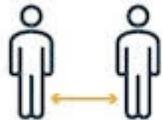
Please see attached testimony submitted by the Dean and Associate Dean of Graduate Division at UH Manoa.

Thank you,  
-Julie

Julienne K. Maeda, Ph.D.  
Acting Dean  
Graduate Division  
Deputy Title IX Coordinator for Graduate Students  
University of Hawai'i at Mānoa  
[2540 Maile Way](#), Spalding 358  
Honolulu, HI 96822  
O: 808.956.7541 F: 808.956.4261



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 **Tenure Issue-Testimony.pdf**  
280K



UNIVERSITY  
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MĀNOA

October 19, 2021

TO: Randolph G. Moore, Chairman  
University of Hawai'i Board of Regents

FROM: Krystyna S. Aune, Dean (*on professional leave until January 31, 2022*) 

Julienne K. Maeda, Acting Dean & Associate Dean   
Graduate Division

SUBJECT: Concerns RE: Board of Regents Permitted Interaction Group on Tenure

The University of Hawai'i Board of Regents (BOR) established a Tenure Permitted Interaction Group (TPIG) on February 18, 2021. The focus presented in the TPIG report (September 10, 2021) was to review the history and purpose of tenure, its evolution and current views and developments as well as current procedures, criteria, and decision-making processes. This inquiry may have been well intentioned but the resolution and parallel existence of a Senate Resolution that is outside of the Legislature's scope of oversight has caused much anxiety and worry. This is an internal UH matter to be addressed.

The Mānoa campus is the flagship of the UH System, a designated Research I Doctoral University; a land-sea-space-sun grant university and the only one in the Pacific. The faculty produce cutting edge research and creative work that impacts and informs our students, the community, the state, and the world. The UHM Strategic Plan 2015-2025 sets forth excellence in Research as one of the four strategic goals. Graduate education is the fundamental component of a research university and graduate faculty are the foundation of graduate education. We have nearly 1900 UHM graduate faculty members who represent all Mānoa graduate programs and research units as well as four other UH campuses including professionals from the community and other institutions who contribute their expertise and knowledge to our graduate students. Our graduate faculty are the professors and researchers with whom students from all over the world come to work with and learn. The proposed revisions to the Board Policies could have detrimental effects to UHM. The language in the proposed revisions appear to stipulate and restrict tenure track positions, impose unspecified adaptability requirements for faculty to be tenured, and require direct instruction. If implemented, the recruitment and retention of top faculty will likely be far more difficult and, as such, undergraduate and graduate education will suffer.

The contributions of faculty, especially graduate faculty, should not be quantified by the number of courses they teach; nor should only faculty who teach courses be granted tenure. The mentoring of graduate students by tenure-track faculty and the products of their collaborative efforts is the core of a research university. We urge you and the Board to give this important matter much more consideration.

2540 Maile Way, Spalding Hall 360  
Honolulu, Hawai'i 96822  
Telephone: (808) 956-7541  
Fax: (808) 956-4261



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## Written testimony on Agenda Item VII.B Final Report and Dissolution of the Tenure PIG

1 message

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**Mackenzie Manning** <mmanning@hawaii.edu>  
To: bor.testimony@hawaii.edu

Tue, Oct 19, 2021 at 2:42 PM

Please see attached written testimony in opposition to the final report and recommendations of the Tenure PIG  
Thank you

--

Mackenzie M Manning  
Associate Professor, Biology and Marine Biology  
Math Science Dept. Kalia 101  
Kapi'olani Community College  
[4303 Diamond Head Rd](#)  
Honolulu, HI. 96816  
Ph: 808 734-9437  
Fax: 808 734-9151

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 **PIG Testimony 2021.pdf**  
405K

University of Hawai'i  
**KAPI'OLANI COMMUNITY COLLEGE**  
Arts and Sciences Division



Tuesday, October 19, 2021

To: UH Board of Regents

From: Mackenzie Manning, Associate Professor, Kapi'olani  
Community College

Re: Permitted Interaction Group (PIG) on Tenure

I am writing to respectfully ask that you to vote against the "PIG on Tenure" resolution for the following reasons:

- The suggested changes are beyond the scope and purview of the PIG
- There was no mention of C faculty, and the ramifications are unknown and could be detrimental to the primary mission of the UHCC system
- The suggested changes were created without consultation of any faculty, including Community College faculty
- The PIG failed to justify or support their proposed changes with data
- The resolution failed to comprehensively outline how their suggested changes would affect various entities within the UH system, and how their proposed changes should be implemented

For these reasons and many more that have been highlighted in various testimony, the resolution created by the PIG should be completely disregarded. If a disappearing task force to examine the structure and nature of tenure within the UH system is requested, the task force should be recreated and include faculty representatives from all current faculty classifications, as well as other pertinent stakeholders.

Sincerely,

*mackenzie manning*

Mackenzie M. Manning, M.S.  
Associate Professor, Biology and Marine Biology  
Marine Option Program Coordinator  
[mmanning@hawaii.edu](mailto:mmanning@hawaii.edu)  
Ph: [808 734-9437](tel:8087349437)

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## Testimony from UH Hilo Division of Student Affairs faculty specialist

2 messages

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**Kurt Delacruz** <kdela@hawaii.edu>  
To: bor.testimony@hawaii.edu

Tue, Oct 19, 2021 at 2:55 PM

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 **BOR Testimony DSA Specialist.pdf**  
48K

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**BOR Testimony** <bor.testimony@hawaii.edu>  
Draft To: Kurt Delacruz <kdela@hawaii.edu>

Tue, Oct 19, 2021 at 2:52 PM

Aloha,

This confirms that your written testimony and comment has been received. As noted on all posted agendas, all written testimony on agenda items received after posting of this agenda and up to 24 hours in advance of the meeting will be distributed to the board. Late testimony on agenda items will be distributed to the board within 24 hours of receipt. Written testimony may be submitted via the board's website, US mail, email at [bor.testimony@hawaii.edu](mailto:bor.testimony@hawaii.edu), or facsimile at [956-5156](tel:956-5156). All written testimony submitted are public documents. Therefore, any testimony that is submitted verbally or in writing, electronically or in person, for use in the public meeting process is public information and will be posted on the board's website.

Mahalo,

Office of the Board of Regents



Office of the Board of Regents  
2444 Dole Street  
Bachman 209  
Honolulu, HI 96822  
Phone: 956-8213 | Fax: 956-5156

On Tue, Oct 19, 2021 at 2:55 PM Kurt Delacruz <kdela@hawaii.edu> wrote:

October 19, 2021

Dear esteemed members of our UH Board of Regents:

My name is Kurt Dela Cruz and I am a tenured faculty specialist in the Advising and Career Center at the University of Hawai'i at Hilo. I also currently serve as the Departmental Personnel Committee Chair representing faculty specialists in the Division of Student Affairs.

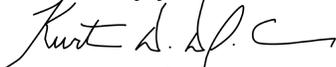
I recently administered a poll to the ten faculty specialists within our division concerning the Report Of The Permitted Interaction Group On Tenure. A simple question was presented in the poll asking each to indicate their support or non support of the report. A great majority indicated their preference to not support the findings and recommendations detailed in the report dated September 10, 2021.

More specifically, this majority stands strongly against Attachment B, Page 2, item III E, #2c detailing the proposed faculty classification system for all campuses where it states:

*Support Faculty and Extension Agents are Faculty that are not primarily engaged in direct instructions, but are engaged in academic support including student research, and academic program support, or are engaged in agricultural extension activities. Support Faculty and Extension Agents shall be classified as "FSE". FSE faculty shall not be eligible for tenure, but may be eligible for employment security characteristic of other public employees. This classification shall include those previously classified as "S" and "A".*

As you are aware, faculty specialists such as those in the Division of Student Affairs have made many key contributions to the mission and goals of our university with a specific directive to enhance and support the student experience. We provide leadership in crucial sectors of the university involving student counseling, global exchange opportunities, educational access and support for students with disabilities, as well as critical support of our graduation and retention goals through advising and retention related activities. The awarding of tenure for these positions have reinforced the importance of our contributions and have allowed faculty specialists like myself to be contractually validated that we too matter in the critical journey of our students, from enrollment to graduation. Therefore, it is of no consequence that a great majority of us feel as we do. Please let the record be noted that we do not support the proposed recommendations noted in the report.

Sincerely yours,



Kurt Dela Cruz,  
Faculty Specialist  
Departmental Personnel Committee Chair  
Division of Student Affairs



---

## Reaction of a retired UH Manoa faculty to the controversy over the PIG proposals: I would like to give oral testimony on the 21st.

1 message

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Noel J Kent <noelk@hawaii.edu>

Tue, Oct 19, 2021 at 2:53 PM

To: BOR Testimony <bor.testimony@hawaii.edu>

Dear Board of Regents:

I served on the Manoa faculty for 48 years until August 2020. My status at different times as either non-tenured or tenured have had major impacts on this career: In 1972, as an untenured lecturer, I was without warning and without any reason given fired from lectureships at both UH Manoa and Leeward Community College. The real cause: my public opposition to the Vietnam War had angered some powerful politicians. But in 1979, I was hired as an Assistant Professor in Ethnic Studies and received tenure in 1988. Reflecting on it now, I think being tenured made me both a better teacher and researcher. It directed my research to larger, bolder questions and to challenge existing truths. I felt the confidence to experiment in innovative practices in the classroom and to bring students into community work outside class. My political activism continued throughout and included publically challenging the ways in which our university was being governed (or misgoverned). I always felt able to take these risks because my right to free expression and experimentation was protected by tenure. In short, I did not have to sacrifice my family or career for my sense of academic integrity.

So as a tenured person, I always took the tenure process seriously (which is why I served on a number of Tenure Committees evaluating candidates and engaged in making sure they were being treated fairly). My experiences at UH make me feel strongly that protecting the tenure system should always be a priority of higher education. The process is, of course, never perfect and we definitely need to grapple with the problems in our tenure system at UH and make changes when needed.

The present proposals coming out of PIG do not do this. They attempt to reduce the priority of tenure in the name of some vague "strategic" needs and are aimed at reducing the number of tenurable positions at our university. This will have the long term impact of demoralizing our faculty, making recruitment of quality new people more difficult and undermining our aspirations to be a great public university.

Noel J. Kent Professor Emeritus

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## Testimony Opposing the Report of the Permitted Interaction Group on Tenure

1 message

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**Robyn Tasaka** <rtasaka@hawaii.edu>  
To: bor.testimony@hawaii.edu

Tue, Oct 19, 2021 at 3:02 PM

We appreciate the opportunity to submit testimony in strong opposition to the current Report of the Permitted Interaction Group on Tenure and the policy recommendations contained therein. We understand that there has been a need to review and assess current university operations and that COVID has become a catalyst for streamlining and revising practices. After careful review, we find that the analysis detailed in the Report of the Permitted Interaction Group on Tenure is short sighted and does not provide a critical analysis of the issue from the necessary vantage points. The proposed implementation will have adverse effects on students, employees, and the community at large.

Specialist Faculty in Student Affairs have led innovative and nimble responses to the ever changing needs of students, which has been especially crucial during the COVID-19 pandemic. As we navigate toward a post-pandemic society, Specialist Faculty will be critical in upholding the stated goals of the University of Hawai'i as we have been instrumental in advancing educational equity and diversity. Eliminating Specialist Faculty will also have adverse effects on the institution's ability to recruit and retain students. This will inevitably affect campuses' ability to intake a steady flow of tuition and fees.

### **Specialist Faculty Are Necessary to Support Educational Equity**

With the sizes of graduating high school classes shrinking nationwide, the university's approach to enrollment, outlined in "[Post-Pandemic Hawai'i and the University of Hawai'i](#)," is to attract students from economically disadvantaged, rural, and under-represented communities, "those who have not considered college as part of their future." According to [NASPA](#) (the National Association of Student Personnel Administrators) these first-generation college students face additional challenges earning their college degrees. Weakening support services, the areas in which Specialist Faculty predominantly work, while aiming to recruit students "who have not considered college as part of their future" is counterintuitive.

In addition, as faculty we have a seat at the table that enables our participation in institutional governance - to affect changes in university policies and procedures that address educational equity. It is crucial that we maintain our faculty status to ensure organizational parity among the teaching, learning, and student success missions of the University.

### **A Blow to Specialist Faculty is a Blow to Faculty Diversity**

In 2020, UH West O'ahu's faculty was identified by the *Chronicle of Higher Education* as the most diverse in the nation. This diversity was celebrated as an asset for the school, a source for providing students a diverse and fulfilling college experience" ([Source](#)). Specialist Faculty contribute a great deal to the racial and ethnic diversity of the faculty overall. A diverse faculty is needed to develop students from different backgrounds and circumstances; to understand where students are coming from, the challenges they face, and strengths they bring; and to prepare students for their selected career paths. Students learn, grow, and develop best when their faculty looks like them, understands their ways of doing, and appreciates their different cultural orientations. It is imperative to support diverse backgrounds in faculty roles across the UH System.

Eliminating tenure for Specialist Faculty and UHCC instructors/counselors would disproportionately affect Native Hawaiian and Samoan faculty members. According to the [UH Institutional Research & Analysis Office](#), in Fall 2020, of 86 total faculty at UH West O'ahu, only 1 (1.2%) was Samoan, 4 (4.7%) were Filipino and 10 (11.6%) were Hawaiian. At West O'ahu, 100% of Samoan faculty, more than half of Filipino faculty, and approximately half of Hawaiian faculty are in Specialist Faculty positions. Eliminating these faculty positions would be a blow to diversity at the campus and system level, as Native Hawaiian, Filipino, and Samoan faculty are represented more highly at UH West O'ahu than anywhere else in the system.

Across the system, Native Hawaiians are more highly represented as "Other Faculty" (14.2%) and "CC Instructional Faculty" (11.8%) than as "Instructional Faculty" (7.4%) ([IRAO](#)), further demonstrating the disproportionate impact of the elimination of tenure for Specialist Faculty and UHCC instructors/counselors on Native Hawaiians. Faculty of Filipino and Japanese ancestry are also more highly represented as "Other Faculty" (5.2% for Filipino, 17.6% for Japanese) and "CC Instructional Faculty" (7.5% for Filipino, 17.5% for Japanese) than as "Instructional Faculty" (3.6% for Filipino, 11.9% for Japanese); these groups would also be disproportionately affected ([IRAO](#)).

### **Specialist Faculty Are Necessary to Bridge Education and Employment**

At UH West O'ahu, Specialist Faculty work in large part in student support--in enrollment, advising, the learning center, career services, and counseling. This teaching, outside of the traditional classroom and in particular focused on developing workforce skills, is crucial for first-generation students to find jobs after college. Recent research indicates that college graduates from lower social classes face additional job search challenges such as not knowing how to write a resume or perform in an interview ([DeOrtentiis, Van Iddekinge, and Wanberg, 2021](#)). The types of support recommended, including helping students develop their confidence and providing mentoring, are the educational services that Specialist Faculty in career services and other non-classroom roles often provide.

Faculty are needed in student support roles in order to develop and carry out educational services based on best practices. There is an expectation to conduct research and implement practices grounded in research and theory. It is this work that allows us to nimbly innovate, expand, and transform systems and processes to make higher education access more equitable. Specialist Faculty are necessary in order to advance student development, instruction, and support programming that does not bend to the demands of instructional faculty, students, or administration, but is based on best practices informed by scholarship in student success literature.

### **Specialist Faculty Provide Instruction**

Specialist Faculty impart knowledge, teach skills, and promote attitudes that prepare students for the workforce and to engage as citizens. Specialist Faculty across UH West O'ahu provide instruction both in credit courses and beyond for student leaders in a variety of areas, including working with distressed students or students with disabilities; building community; drafting resumes, cover letters, or scholarship essays; or preparing for job interviews. Just like Instructional Faculty, Specialist Faculty consider what students need to know, learn, and do, and then educationally create best ways to teach this body of knowledge and thoughts. Just like Instructional Faculty, Specialist Faculty develop lesson plans, mixing lecture with activities, discussion, and practice. The work of so many Specialist Faculty lies in ensuring that students are provided instruction to make the transition from high school (or the workforce or the military) into college, to make the most out of their classes, and to successfully enter (or reenter) the workforce. Instruction and teaching is much bigger than what happens in credit courses. The instruction that Specialist Faculty provide happens in credit courses, or it may happen through student employment, student organizations, advising, tutoring sessions, educational planning or career counseling.

Tenure has been and continues to be a fraught and traumatic process for all of us. We agree that tenure needs to be revised, but the committee and board need to consider how this proposal will affect the community. During the pandemic, in our work at the university, we have needed to streamline programs and processes. Given the projected budget outlook in the coming years, this need will continue. We understand the desire to balance the budget and appreciate the Regents' valuable business perspective.

Without Specialist Faculty, so much knowledge would be lost. Specialist Faculty who provide support to the entire campus don't have the luxury of focusing on specific courses or divisions. This provides a valuable big picture perspective, revealing the gaps and labor needs that are often invisible to others. The rank of faculty provides access to affect student-centered policy changes. It is evident from this report that so much of the work Specialist Faculty perform, designing and providing innovative and creative infrastructure supporting student success, continues to be invisible. As faculty who must perform service, 11-month faculty who work year round, Specialist Faculty are often asked to take on "other duties as assigned," for example, to develop, carry out, and oversee new programs. And the big picture vantage point provides Specialist Faculty an understanding of the importance of these duties for growing the university and providing a needed service to students.

Many of us are homegrown, choosing to dedicate our careers to providing educational access to our community, and we are asking that the Regents understand the need to invest in Specialist Faculty so that we can continue our work to foster a vibrant, equitable, and diverse Hawai'i.

Signed,

Robyn Tasaka

Rebecca Carino-Agustin

Edward G. Keaunui

Ke'alohe S. T. Perry

Gloria Y. Niles

Rouel Velasco

Esther Widiasih

Michiko Joseph

Alika Gorospe

Yasmine Romero

Katherine Aumer

Michael Pak

Kawena Komeiji

Carrie Larger

Amy Nishimura

Stephanie Kamai

Kealani Cook

Carmen Nolte-Odhiambo

Daniel Lipe

David N. Odhiambo

[Lawrence Andres](#)

Olivia George

Carina Chernisky

[Jade Sunouchi](#)

Kirsten Vacca

Joel Nonnweiler

Joseph Mareko

Line-Noue Memea Kruse

Lelemia Irvine

Kamuela Yong  
Sa'iliemanu Lilomaiava-Doktor  
Xóchitl Mota-Back  
G.F. Ka'iulani Akamine  
Loea Akiona  
Lynette Williamson  
Leslie Opulauoho

--

Robyn Tasaka, Ph.D.  
Tutor Coordinator, No'eau Center  
University of Hawai'i-West O'ahu  
Kapolei, Hawai'i  
808.689.2753

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*Please provide your testimony on this form for the next University of Hawaii Board of Regents meeting. Make sure you include all the requested information so that the Board of Regents is able to clearly understand the testimony provided.*

Your Name (required) \*

Nicole Grove on behalf of the UH Manoa Depts. of Political Science and Women's, Gender and Sexuality Studies

Your Organization (optional)

Department of Political Science

Your e-mail address (in case we need to reach you) \*

nsgrove@hawaii.edu

Board of Regents Agenda Item (required) \*

BOR VII.B. Final Report and Dissolution of the Tenure Permitted Interaction Group

Your Position (required) \*

Oppose

Your Testimony/Comments

October 19, 2021

Dear Members of the University of Hawai'i Board of Regents,

We are writing to express serious concerns over the recommendations of the Tenure Permitted Interaction Group (PIG) to align tenure with vaguely defined missions and priorities of the University, and to award tenure not only on the merits of the case, but to positions that meet similarly vague strategic growth profiles and enrollment requirements.

We share the University of Hawaii Professional Assembly's reservations that none of the proposed amendments by the Tenure PIG provide clear or understandable language on how the University's priorities and needs are determined and measured, why faculty were not consulted on these recommendations, nor why these proposed changes would provide a clear and understandable solution to an ill-defined set of concerns outlined by the Tenure PIG. Further, as stated by UHPA, many of the Tenure PIG's recommendations are already established and outlined in existing BOR policy.

We are also strongly against the recommendation that employees of the University should be compelled to involuntary reassignments, transfers, relocations or demotions based on vague language around 'priorities' and student enrollment, and there is no recognition by the Tenure PIG in terms of how such decisions would be subject to mandatory bargaining.

The principal purpose of tenure is to safeguard academic freedom, including from corporate and political interests, and the individual whims of administrators and legislators. The Tenure PIG's recommendations undermine these standards of higher education and the common good.

We stand strongly unified against the recommendations of the Tenure PIG, and urge you to consider them in light of these issues.

Signed

The UH Manoa Department of Political Science Faculty

The UH Manoa Department of Women, Gender and Sexuality Studies Faculty

[Your Testimony \(pdf or word\)](#)

No file attached

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## Actions

Close

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## Testimony in opposition to BOR Resolution 21-06

1 message

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**Kelsie Aguilera** <kelsieag@hawaii.edu>  
To: bor.testimony@hawaii.edu

Tue, Oct 19, 2021 at 8:17 PM

October 19, 2021

Aloha,

My name is Kelsie Aguilera, Assistant Professor of Anthropology at Leeward Community College. Over the years, I have had the honor of helping thousands of students achieve their educational goals—helping Leeward CC work towards its critical mission of being an open access institution committed to high quality education here in Hawai'i.

Tenure and academic freedom afford me the opportunity to teach my subject matter effectively, without fear of job loss due to influences outside of my classroom. My discipline of anthropology directly engages with challenging topics, such as human evolution and the concept of “race”. Tenure and academic freedom allow me to remain focused on guiding my students through these controversial topics; tenure and academic freedom allow me to remain focused on being the best teacher I can be.

Rather than putting energies into eroding the foundation that enables us faculty to carry out our professional and institutional missions, the Board of Regents should be actively searching for more ways faculty can be supported, especially faculty within our University of Hawai'i Community Colleges (UHCCs). The entry level salary for tenure-track faculty at the UHCCs is somewhere between “very low income” and “low income” according to federal guidance. A survey by the BRIDGE ADVANCE team showed that around 10% of junior faculty surveyed at the UHCCs have experienced housing instability. One junior faculty member reported that they had to temporarily live in their car.

The Board of Regents should be having more conversations on how to recruit and retain mission-focused faculty, faculty committed to advancing the educational outcomes and life chances of our students, which is what our students deserve. Threats of tenure reform are not the way to go about this. We need a collaborative and visionary board to address faculty issues like low pay, housing instability, and lack of paid parental leave—issues that impact the ability of faculty to most effectively serve our students.

I am submitting this written testimony in opposition to the report of the Tenure Task Group. I am asking the Board of Regents to vote no on accepting the report of the Tenure Task Group. I am asking the Board of Regents to find innovative ways to further support faculty, rather than erode what little stability faculty do have, especially those at the University of Hawai'i Community Colleges.

Thank you for your time and consideration,  
Kelsie Aguilera  
Assistant Professor of Anthropology  
Leeward Community College  
[kelsieag@hawaii.edu](mailto:kelsieag@hawaii.edu)

## Public Testimony Form - University of Hawaii Board of Regents

*Please provide your testimony on this form for the next University of Hawaii Board of Regents meeting. Make sure you include all the requested information so that the Board of Regents is able to clearly understand the testimony provided.*

Your Name (required) \*

Kaahu Alo

Your Organization (optional)

Your e-mail address (in case we need to reach you) \*

kaahualo@gmail.com

Board of Regents Agenda Item (required) \*

BOR VII.B. Final Report and Dissolution of the Tenure Permitted Interaction Group

Your Position (required) \*

Oppose

### Your Testimony/Comments

To the University of Hawai'i Board of Regents,

My name is Kaahu Alo and I too am submitting this written testimony in opposition to the report of the Tenure Task Group. The report proposes eliminating tenure for faculty who are not providing direct instruction, with the exception of librarian faculty. I am asking the Board of Regents to vote no on accepting the report of the Tenure Task Group.

As a non-instructional faculty member, I am the Student Life Coordinator and a Counselor and I believe that my profession is deserving of tenure. In my role, I am submitting this testimony in solidarity with my fellow non-instructional faculty whose tenure options have been proposed to be eliminated. I have been employed in the UH system for nearly 9 years.

As a Student Life Coordinator and Counselor, I feel it is very important to maintain a structure and support system that provide out students and community with longevity and sustained support.

Regarding the report from the Tenure Task Group, and the potential subsequent impact, I am most concerned that:

- Faculty were not involved in the process and discussions with the Tenure Task Group
  - The “C” classification of community college faculty was not mentioned in the report, despite the UHCCs being the majority of the UH system
- Community College faculty will be required to shift their focus to research, which inherently takes away from the essential services that both instructional and non-instructional faculty provide. This will likely effect the student success and the institutions ability to provide exceptional service and support
  - Tenured faculty in all areas will bring continuity and a foundation in their respective areas. Students and campuses will not receive the same support and dedication that tenure provides, the UH System may become a revolving door for those seeking stability
  - Support services to students that are provided by non-instructional faculty will be reduced, which is of particular importance at the community college level, where the student population requires more support.
- Community colleges and support staff are critical to State initiatives like [55 by '25](#) that emphasize the importance of post-secondary education that often begins at the two-year institutions. The pandemic has only highlighted the disparities between college-graduate and high school graduates; thus post-secondary education that includes college and career counseling provided by our non-instructional faculty is critical to the economic and social health of our State.
  - Support faculty continues to play a vital role in increasing student enrollment and success at WCC. Several initiatives from support faculty that focus on onboarding/recruiting and retaining students allow for growth.
  - Careers and majors, first-year students, returning adult students, mental health, instructional design, library science, and more. Advanced degrees in these professions are not typically held by instructional faculty, as they are subject matter experts in their own areas of expertise and rely on non-instructional faculty to meet student needs in these areas.
- Non-instructional faculty are being disregarded as subject matter experts in their professions. These professions require advanced degrees to serve the needs of students with disabilities, student development, student identity, student exploration of
- Tenured faculty have a contract with the University, and the report does not address the legal matters that would arise, nor a plan for the legal costs associated with the proposed changes

Thank you for your time, and again I am asking that you VOTE NO on the report from the Tenure Task Group.

Respectfully,

Kaahu Alo  
Student Life Coordinator/Counselor  
Windward Community College

[Your Testimony \(pdf or word\)](#)

No file attached



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## Report of the Tenure Permitted Interaction Group

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Eunice Brekke <ebrekke@hawaii.edu>

Tue, Oct 19, 2021 at 4:39 PM

To: bor.testimony@hawaii.edu

To the University of Hawai'i Board of Regents,

My name is Eunice Brekke and I am faculty in the Social Science Division at Leeward Community College. I have been employed in the UH system for approximately 15 years.

I am submitting this written testimony in opposition to the report of the Tenure Task Group. The report proposes eliminating tenure for faculty who are not providing direct instruction, with the exception of librarian faculty, and eliminating the current C classification for community college faculty and placing them in a category that requires research and scholarship, which would pull the instructional faculty out of the classroom. I am asking the Board of Regents to vote no on accepting the report of the Tenure Task Group.

As an instructional faculty member, I have the following concerns:

- I believe that the roles and responsibilities of non-instructional faculty members are critical to the success of students
- The roles and responsibilities of non-instructional faculty absorb various aspects of supporting students which ultimately supports my ability to focus on teaching
- The work of non-instructional faculty would not go away, and I do not have additional time nor expertise to absorb all of the duties and responsibilities that non-instructional faculty provide
- The proposal to eliminate tenure for non-instructional faculty would inherently decrease the number of positions, leading to a reduction in the quality of support services to students
- Support services to students that are provided by non-instructional faculty will be reduced, which is of particular importance at the community college level, where the student population requires more support for academic success

Community colleges and support staff are critical to State initiatives like 55 by '25 that emphasize the importance of post-secondary education that often begins at the two-year institutions. The pandemic has only highlighted the disparities between college-graduate and high school graduates; thus post-secondary education that includes college and career counseling provided by our non-instructional faculty is critical to the economic and social health of our State.

Non-instructional faculty are being disregarded as subject matter experts in their professions. These professions require advanced degrees to serve the needs of students with disabilities, student development, student identity, student exploration of careers and majors, first-year students, returning adult students, mental health, instructional design, library science, and more. Advanced degrees in these professions are not typically held by instructional faculty, as they are subject matter experts in their own areas of expertise and rely on non-instructional faculty to meet student needs in these areas.

Regarding the report from the Tenure Task Group, I am most concerned that:

- No community college or four year institution faculty were involved in the process and discussions with the Tenure Task Group
- The report appears to have gone beyond the scope the regents asked for at the February 2021 meeting, which was specifically to review and investigate the issue of tenure (history, purpose); look outside of UH (evolution of, current views and developments on tenure) and at UH itself (the current process, criteria, and decision making on tenure).
- The report states that the proposed changes might improve the tenure classification system, but it does not explicitly state how these proposed changes would do that, nor was any data provided to substantiate these claims
- Community College faculty will be required to shift their focus to research, which inherently takes away from the essential services that both instructional and non-instructional faculty provide, and would require a substantial additional cost to the college as the instructional faculty would need course release time to handle this new set of requirements

- The services non-instructional faculty provide have been deemed as non-essential and not worthy of being a constant service at our colleges
- The periodic review process is proposed to be modified, and will involve administration approval, which deviates from the faculty-driven developmental process that is supported by the Hawaii Labor Relations Board

Thank you for your time, and again I am asking that you **VOTE NO** on the report from the Tenure Task Group.

Sincerely,

Eunice Leung Brekke, PhD  
Professor, Sociology  
Leeward Community College  
(808) 455-0499  
[ebrekke@hawaii.edu](mailto:ebrekke@hawaii.edu)

## Public Testimony Form - University of Hawaii Board of Regents

*Please provide your testimony on this form for the next University of Hawaii Board of Regents meeting. Make sure you include all the requested information so that the Board of Regents is able to clearly understand the testimony provided.*

Your Name (required) \*

John Casken

Your Organization (optional)

Personal

Your e-mail address (in case we need to reach you) \*

casken@hawaii.edu

Board of Regents Agenda Item (required) \*

BOR VII.B. Final Report and Dissolution of the Tenure Permitted Interaction Group

Your Position (required) \*

Oppose

Your Testimony/Comments

Your Testimony (pdf or word)

[Casken's Testimony on PIGS.docx](#) (14.0 kB)

I would like to thank Chair Moore and other members of the UH Board of Regents for this opportunity to present my testimony in opposition to the suggestion that tenure for Specialists and similar faculty be discontinued.

My name is John Casken and I have worked at the University of Hawaii at Manoa since June 1985. Additionally I obtained two graduate degrees at the UHM, a Master of Public Health in 1979 and a PhD in Political Science in 1994.

I was hired in June 1985 as an Asst. Specialist, non-tenured, charged with recruiting American Indians and Alaska Natives to the School of Public Health (SPH) . In that position the fact that I was considered by my clients and by my faculty peers as a full faculty member gave me far more credibility than if I had been a simple recruiter. Additionally my faculty stusallowed me to teach classes in the SPH as well as provide service to various organizations on campus.

In 1996 I was offered a tenure track Asst. Professor position in the SPH with the understanding that I would continue to recruit as well as teach.

After the SPH was closed in 2000 I moved to the Department of Nursing. On the advice of Dean Harrigan restarted my tenure clock. As an "I" faculty, I taught classes, provided service and conducted research. In addition I became very involved with the Department's international programs and international recruitment became the prime focus of my work.

I was tenured in 2006 as an Assoc Professor. However Dean Johnson suggested that as my international efforts were a priority for the Department I should move to a Specialist track so that I could concentrate on the international work but still teach – as that has always been a passion.

In 2009 Dean Boland decided to cancel the Department's international program and so I moved back to teaching 3 classes a semester and 2 during the summer.

I am still teaching 3 classes each semester and 2 during the summer. Over the years I have continued to provide service to a variety of projects to the Manoa campus at large as well as to my School and Department. Thus this semester I chair our Department Faculty Senate, our Departmental Personnel Committee, the UHM Study Abroad Council and I am a Departmental representative to the University Professional Assembly.

Having tenure for these last 15 years has not led to my cutting back in my work for the Department and UHM campus but rather increased my load because of constant calls from other faculty and programs for help.

My formal title is somewhat immaterial but being a Specialist I have had a flexibility that has made me very useful to the Department and the Campus.

Thank you for the opportunity present my personal testimony.

## Public Testimony Form - University of Hawaii Board of Regents

*Please provide your testimony on this form for the next University of Hawaii Board of Regents meeting. Make sure you include all the requested information so that the Board of Regents is able to clearly understand the testimony provided.*

Your Name (required) \*

Diane Caulfield

Your Organization (optional)

Your e-mail address (in case we need to reach you) \*

dcaulfie@hawaii.edu

Board of Regents Agenda Item (required) \*

BOR VII.B. Final Report and Dissolution of the Tenure Permitted Interaction Group

Your Position (required) \*

Comments Only

Your Testimony/Comments

October 19, 2021

To Chair Moore and Members of the Board of Regents,

Throughout my 40+ year career as a faculty member of Honolulu Community College (HCC), I have never before provided written testimony to the BOR on an issue. I have served in many capacities, including Chair of our college's Faculty Senate three times, Secretary to the All Campus Council of Faculty Senate Chairs, and Chair of the UH Commission of the Status of Women. I have also performed various functions at our campus including financial aid, veterans certification, pre-admissions counseling, job placement, career counseling, academic counseling and have taught HDFS/FAMR courses, career planning and orientation courses

previously. I am currently teaching cooperative education and field shadowing courses and have been fortunate to receive both the Frances Davis and Excellence in Teaching Awards.

I am writing this letter in support of tenure. I believe that tenure allows faculty with integrity to speak and act in the best interest of the campus/its students, system and state despite pressure to do otherwise. I would like to share just one example and have specifically chosen this because it involved individuals who are currently not employed in the UH system through retirement, etc.

Several years ago, when I was doing academic advising/counseling, all counselors were told that we were only supposed to advise students on the AA degree. We were NOT to provide any assistance in selecting courses for transfer. While this was an easy task, it was not student oriented. Depending on the student's long term goal, would determine for instance which social science, humanities, or natural science courses should be selected. Otherwise, students would spend time taking unnecessary courses, causing in some cases financial difficulties and time delays. While most complied with this mandate, I could not because it wasn't in the best interest of students. I continued to advise students on the best courses which would satisfy the baccalaureate degree as well as their AA degree if they wanted both despite pressure to only focus on the AA degree. Tenure provided me with the freedom to do what I knew was best for students.

Although I don't always hear back from every student that I have helped over the years, I happened to attend a dinner and at the table of 10, was a woman who asked me if I worked at HCC. When I said yes, she came over to my side of the table to thank me. She said that because I helped her plan so well while she was at HCC, when she graduated with her baccalaureate degree from UHM, she didn't have any extra credits. She mentioned that other students who she graduated with (even those that didn't transfer but had been at UHM the whole time) had too many extra credits when they graduated. She went on to get her Master's degree from UHM and at that time had a position funded by a grant.

A few years before he retired, the VP for Community Colleges mentioned in one of his presentations that we needed to counsel students about what courses they could take while at the community colleges that could be applied to majors at UHM. I later told him that I had been doing this throughout my career and maybe if one waits long enough (20+ years) good ideas will eventually be supported.

One added benefit that has not been discussed is that when the UH system commits to an individual through granting tenure, the faculty member often feels a commitment to their campus. While I began in an 11 month position, years ago in an effort to save the campus money, I agreed to change to a 9 month position. However, every year during the summer months, I still respond to employers, current and prospective students. I also respond to emails at night and on weekends.

In closing, as we all have witnessed over the past few years nationally, having the freedom to speak the truth and do what is right is critical. Tenure allows faculty to do the right thing.

Sincerely,

Diane Caulfield, Professor  
Cooperative Education

[Your Testimony \(pdf or word\)](#)



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## Testimony Opposing the Permitted Interaction Group (PIG) Resolution

1 message

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**Clementina Ceria-Ulep** <clem@hawaii.edu>

Tue, Oct 19, 2021 at 7:50 PM

To: bor.testimony@hawaii.edu

Cc: Marla Acosta <acosta@hawaii.edu>

To Whom It May Concern:

Attached is the above.

Thank you,

Clementina D. Ceria-Ulep, PhD, RN  
Acting Dean & Professor  
University of Hawaii at Manoa  
School of Nursing & Dental Hygiene  
2528 McCarthy Mall, Webster Hall  
Honolulu, HI 96822; Phone#: [808-956-5233](tel:808-956-5233); FAX#: [808-956-3257](tel:808-956-3257)

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**NancyAtmosfera-WalchADeanTestimonyOpposePIGResolution.docx**

123K



UNIVERSITY  
of HAWAII®  
MĀNOA

Oct 21, 2021

Chair Moore and Members of the Board of Regents:

Thank you for the opportunity to present testimony to oppose the recent Permitted Interaction Group (PIG) Resolution from the Board of Regents regarding the issue of changing tenure.

My name is Clementina D. Ceria-Ulep. I am the Acting Dean of the UHM Nancy Atmospera-Walch School of Nursing (NAWSON), formerly School of Nursing & Dental Hygiene. I joined the UHM NAWSON faculty over 25 years ago.

I am opposed to the current suggestion from the Board of Regents on tenure for the following three reasons.

#### 1. Value of tenured and tenure leading faculty

Tenured and tenure leading faculty are content expert. They use their expertise to benefit NAWSON, UH, & the State of Hawaii. For example, NAWSON faculty knowledgeable in infectious disease, disaster preparedness and community/population health nursing, primarily tenured & tenure leading provided steadfast leadership for the University and State for the early and continued COVID-19 response. They also prepared and organized our nursing students who provided COVID-19 testing and vaccinations to our University ohana and the broader community. They also developed modules educating our students, faculty, the community, and beyond about the COVID-19 virus.

In addition, NAWSON faculty again primarily tenured and tenure leading are successful in obtaining extramural grants. These research projects address conditions that impact the health and well-being of the people in Hawaii. These include innovative work in simulation, interprofessional education, physical activity/exercise, vaccination, and children's health such as Hawaii Keiki program. The Hawaii Keiki Program is a collaboration with the Hawai'i Department of Education (DOE), that began in 2014 to create a statewide approach to assessing and responding to the health needs of students in the Hawai'i public schools. The HK Program is providing essential school-based health services within public schools with a commitment to reduce childhood health inequities. Extramural grants average \$1 M per year for NAWSON (\$5.17 M in FY17-FY21). Further, the funding or dollar amount does not compensate the time invested by faculty to their research projects. Research requires commitment and dedication. As a researcher myself, I have worked on weekends to collect data since I am performing my administrative duties during the week. The dollar amount of a grant may be \$250,000. But the time spent by the faculty in conducting the research may actually double that amount.

#### 2. Abolishing Specialty (S) faculty as tenure line.

The specialist or S faculty are important to our School, University and beyond. S faculty support programs as Program Director (Nalani Minton—Program Director bring in money for student scholarships, Ike Ao Pono), student advisor (Ray Jarman); instructor (John Casken); and build invaluable relationships as the director of community partnerships (Katherine Finn Davis). I would like to highlight our Ike Ao Pono Program led by Nalani Minton, a Specialist faculty as the Program Director. The 'IKE AO PONO Program, is an innovative culturally based program, assisting students from indigenous populations including Native Hawaiian and Pacific Islander

students to apply to, succeed in, and graduate from the nursing programs. Through research we know that patients will have better outcomes/patient experience when their health providers speak their language and look like them.

At NAWSON, there are 14 tenured faculty of which 4 are specialist. Removing tenure line for the S faculty will further decrease the number of tenured/tenure-track positions to ten following retirements since "S" will no longer be tenure-leading. Reducing the support that these four Specialists provide to NAWSON in terms of Native Hawaiian student support, admissions expertise, direct teaching, and essential community partnerships at the University and State level is foolish in these times of a critical nursing shortage in Hawaii.

### 3. Impact of resolution: Devaluing faculty and their contributions

These recommendations negatively affect autonomy, morale, and devalue faculty, especially in a time when faculty have all been stretched to their limits dealing with the pandemic and its widespread effects on how we teach and students learn.

In closing, tenure is essential to the viability of NAWSON, UH, State and beyond. I thank the Regents for the opportunity to present my testimony.

## Public Testimony Form - University of Hawaii Board of Regents

*Please provide your testimony on this form for the next University of Hawaii Board of Regents meeting. Make sure you include all the requested information so that the Board of Regents is able to clearly understand the testimony provided.*

Your Name (required) \*

Robert Cowie

Your Organization (optional)

University of Hawaii

Your e-mail address (in case we need to reach you) \*

cowie@hawaii.edu

Board of Regents Agenda Item (required) \*

BOR VII.B. Final Report and Dissolution of the Tenure Permitted Interaction Group

Your Position (required) \*

Oppose

Your Testimony/Comments

Your Testimony (pdf or word)

[BOR VII.B. Final Report and Dissolution of the Tenure Permitted Interaction Group.pdf](#) (107.1 kB)

## BOR VII.B. Final Report and Dissolution of the Tenure Permitted Interaction Group

### Testimony against the TPIG recommendations

Robert H. Cowie, Ph.D.  
Faculty member, University of Hawaii, Manoa

I provide this testimony in strong opposition to the conclusions of the TPIG regarding tenure and faculty categorization.

Others have submitted extensive testimony regarding the inappropriate conclusions and recommendations of the TPIG from diverse perspectives. I want to focus specifically on the apparent misconception that tenure essentially provides a sinecure for life and as a result leads to many tenured faculty not pulling their weight over the course of many years following the award of tenure.

This is far from the truth. University faculty positions are not easy to obtain – they are highly competitive. Thus, to obtain a faculty position in the first place requires that you are very highly driven in terms of advancing your career and area of expertise. I can assure you that the vast majority of faculty, even after they are awarded tenure, remain just as driven to excel as when they were first inspired to pursue an academic career in their chosen field. Academic freedom, which is the primary purpose of tenure, is key to allowing that drive to take faculty in whichever direction excites them most, and it is when allowed this freedom that the best and most innovative research and scholarship results.

Downgrading tenure or modifying it in ways that impact this freedom and stability only harm the drive, the innovation, the excitement and the creativity of university faculty. And that is precisely when they are far more likely to become less productive than if that freedom and creativity were supported. And furthermore that is when a quality research university declines in status, something that none of us wants to happen to the University of Hawaii.

Yes, there are a very small number of tenured faculty who, as they age may become less productive, but the vast majority maintain their drive and productivity long past normal retirement age. And of course, there are already mechanisms in place that can be and have been used to address these few faculty who are no longer productive. But to threaten the freedom and stability of the great majority simply in order to weed out these few is not only going to drive the good and excellent faculty out of the University of Hawaii to universities where they feel more supported, but is also going to seriously harm recruitment of excellent new faculty as they become aware of the downgraded tenure offered by the University of Hawaii. It's a downward spiral to mediocrity.

University faculty are highly motivated, driven and committed professionals – they had to be in the first place to even get a job in a highly rated university like ours. If the recommendations of the TPIG are implemented it will be doing the UH faculty, the institution of the University of Hawaii, and the State of Hawaii a huge disservice.

## Public Testimony Form - University of Hawaii Board of Regents

*Please provide your testimony on this form for the next University of Hawaii Board of Regents meeting. Make sure you include all the requested information so that the Board of Regents is able to clearly understand the testimony provided.*

Your Name (required) \*

Shirley J Daniel

Your Organization (optional)

University of Hawaii

Your e-mail address (in case we need to reach you) \*

SDANIEL@HAWAII.EDU

Board of Regents Agenda Item (required) \*

BOR VII.B. Final Report and Dissolution of the Tenure Permitted Interaction Group

Your Position (required) \*

Oppose

Your Testimony/Comments

Testimony to the University of Hawaii Board of Regents,

Our WASC accreditation could be jeopardized by the meddling of the legislature and regents in issues that should be handled by the faculty and other university experts in higher education. UH faculty compete nationally and internationally for research funding and for the opportunity to publish their research in high quality journals. Recruitment and retention of ph.d. qualified faculty is very different than hiring a bachelors or even masters degree employees in the private sector.

It is already difficult to recruit faculty to high demand fields, including the business school due to short supply of ph.d. qualified candidates internationally, as well as Hawaii's high cost of living, and lack of career

opportunities for spouses. Without tenure it will be virtually impossible to compete with mainland schools for the talent we need.

Hawaii already has many shortages in high skill occupations including healthcare and information technology. If the status of the University of Hawaii is downgraded, these shortages will become worse.

The Hawaii Business Roundtable has an initiative to promote the innovation economy to diversify Hawaii's economic base and create more living wage jobs. Supporting UH Manoa as a Research 1 university is key to the success of this initiative.

Removing the option for tenure and disrespecting career faculty is completely antithetical to the innovation economy. The Regents should be supporting and encouraging faculty rather than implying that we are incompetent and unmotivated.

Sincerely,  
Shirley J Daniel, Ph.D., CPA  
Professor of Accountancy

[Your Testimony \(pdf or word\)](#)

No file attached

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## Actions

Close

Export

## Public Testimony Form - University of Hawaii Board of Regents

*Please provide your testimony on this form for the next University of Hawaii Board of Regents meeting. Make sure you include all the requested information so that the Board of Regents is able to clearly understand the testimony provided.*

Your Name (required) \*

John Casken

Your Organization (optional)

Personal

Your e-mail address (in case we need to reach you) \*

casken@hawaii.edu

Board of Regents Agenda Item (required) \*

BOR VII.B. Final Report and Dissolution of the Tenure Permitted Interaction Group

Your Position (required) \*

Oppose

Your Testimony/Comments

Your Testimony (pdf or word)

[Casken's Testimony on PIGS.docx](#) (14.0 kB)

I would first of all thank you for giving me the opportunity to present testimony as Chair of the Department of Nursing's (DON) Faculty Senate. My name is John Casken and I have served as an instructional as well as specialist faculty in a variety of positions at the UHM since June 1985. I am currently an Associate Specialist and, in that position, seamlessly handle administrative duties and instructional duties. Currently I am teaching nine credits a regular semester and six credits during the summer in addition to many administrative and services duties.

The DON Faculty Senate has 37 FTE faculty members. Eleven of that number are tenured-six Instructional faculty, one Research faculty and four Specialist faculty. There are three Instructional tenure track faculty. The remaining twenty-three faculty are classified as Not Eligible for Tenure.

Thus our interest in the PIG's statement is relatively different perhaps than it might be from a group that was predominantly tenured. Nevertheless at a recent meeting of the Faculty Senate there was a general feeling that though most of the faculty were not eligible for tenure, they still were very concerned with what could be conceived as the beginning of an attack on higher education itself and faculty control of the curriculum.

The faculty in the UHM DON faculty express the conviction, and with good cause, that we are perhaps the most hardworking faculty of any department on the campus. The work of our faculty goes well beyond the BOR standard of teaching 12 credits a semester. Because we are a professional school in addition to our teaching loads we have to respond to the requirements of our accrediting agencies. These agencies are constantly upgrading the

demands on our profession. So for us the attack on the tenure system could also endanger our standing with our accrediting agencies.

To satisfy accrediting requirements not only are we teaching formal classes on a regular basis but are also constantly upgrading the content of what we teach and how we teach it. Critical to this role is the work of our tenured colleagues in our committees and in assisting with our teaching load. To lose our accreditation would be to deny the State the benefits of producing RNs, Advanced Practice RNs, and our Doctor of Nurse Practice professionals.

All our faculty are also very involved in the community. Indeed during the current pandemic all our faculty were involved in a variety of ways. Not only did we help spearhead the UHM response to the pandemic, we were also involved in helping ensure the safety of our total community through specialized research in response to Covid-19 for the State Government, setting vaccination standards and then directly being involved administering the vaccine to a wide range of community groups. But our response during the pandemic is not unusual. It seems that whenever someone is “sick” the first response of a community member is “ask a nurse” – partly because nurses are seen as an integral part of the community and speak the languages of the community.

Thought you will be hearing from many campus and community groups on the current discussion on changing the status of some tenured faculty, our Not Eligible for Tenure faculty (the majority) as well as our tenured faculty would ask you to consider that we are a small state isolated from any other landmass by about 2,500 miles thus we very much depend on ourselves to provide for the needs of our students and the community.

We would like to close by noting that as UHM is Research One University our tenured faculty is also very involved in research that affects the health and well-being of our community. We see research as a critical part of the nursing profession in a day of rapidly expanding need and change. Tenure for Researchers and Specialists can provide the critical level of continuity to support that research endeavor.

Finally I would note that UHM is also searching for a new dean to lead the School. We suspect that the suggested changes in tenure could make many viable candidates re-consider their interest in the position.

We would like to thank you for the opportunity to express the views of the Faculty Senate of the UHM Department of Nursing.



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## Report of the Tenure Permitted Interaction Group

1 message

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**Shanda Freitas** <shandaf@hawaii.edu>  
To: bor.testimony@hawaii.edu

Tue, Oct 19, 2021 at 8:38 PM

To the University of Hawai'i Board of Regents,

My name is Shanda Freitas and I am a lecturer in the Social Sciences department at Leeward Community College. I have been employed in the UH system for approximately ten years.

I am submitting this written testimony in opposition to the report of the Tenure Task Group. The report proposes eliminating tenure for faculty who are not providing direct instruction, with the exception of librarian faculty, and eliminating the current C classification for community college faculty and placing them in a category that requires research and scholarship, which would pull the instructional faculty out of the classroom. I am asking the Board of Regents to vote no on accepting the report of the Tenure Task Group.

As an instructional faculty member, I have the following concerns:

- I believe that the roles and responsibilities of non-instructional faculty members are critical to the success of students
- The roles and responsibilities of non-instructional faculty absorb various aspects of supporting students which ultimately supports my ability to focus on teaching
- The work of non-instructional faculty would not go away, and I do not have additional time nor expertise to absorb all of the duties and responsibilities that non-instructional faculty provide
- The proposal to eliminate tenure for non-instructional faculty would inherently decrease the number of positions, leading to a reduction in the quality of support services to students
- Support services to students that are provided by non-instructional faculty will be reduced, which is of particular importance at the community college level, where the student population requires more support for academic success
- Community colleges and support staff are critical to State initiatives like [55 by '25](#) that emphasize the importance of post-secondary education that often begins at the two-year institutions. The pandemic has only highlighted the disparities between college-graduate and high school graduates; thus post-secondary education that includes college and career counseling provided by our non-instructional faculty is critical to the economic and social health of our State.
- Non-instructional faculty are being disregarded as subject matter experts in their professions. These professions require advanced degrees to serve the needs of students with disabilities, student development, student identity, student exploration of careers and majors, first-year students, returning adult students, mental health, instructional design, library science, and more. Advanced degrees in these professions are not typically held by instructional faculty, as they are subject matter experts in their own areas of expertise and rely on non-instructional faculty to meet student needs in these areas.

Regarding the report from the Tenure Task Group, I am most concerned that:

- No community college or four year institution faculty were involved in the process and discussions with the Tenure Task Group

- The report appears to have gone beyond the scope the regents asked for at the February 2021 meeting, which was specifically to review and investigate the issue of tenure (history, purpose); look outside of UH (evolution of, current views and developments on tenure) and at UH itself (the current process, criteria, and decision making on tenure).
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- The services non-instructional faculty provide have been deemed as non-essential and not worthy of being a constant service at our colleges
- The periodic review process is proposed to be modified, and will involve administration approval, which deviates from the faculty-driven developmental process that is supported by the Hawaii Labor Relations Board

Thank you for your time, and again I am asking that you VOTE NO on the report from the Tenure Task Group.

Sincerely,  
Shanda Freitas



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## Testimony in Opposition to BOR Resolution 21-06

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**Kathryn Fujioka-Imai** <kathrynf@hawaii.edu>  
To: bor.testimony@hawaii.edu

Tue, Oct 19, 2021 at 4:18 PM

Aloha,

Please accept my attached testimony.

Sincerely,  
Kathryn Fujioka-Imai

---

Kathryn Y. Fujioka-Imai, EdD  
Professor, CC of English  
Chair, Language Arts Division  
Leeward Community College  
Language Arts 201a  
96-045 Ala 'Ike  
Pearl City, Hawai'i 96782  
phone: 808.455.0330 | fax: 808.455.0640  
email: [kathrynf@hawaii.edu](mailto:kathrynf@hawaii.edu)

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 **Testimony\_BOR Resolution 21-06.pdf**  
60K

To the University of Hawai'i Board of Regents:

My name is Kathryn Fujioka-Imai, and I am a Professor of English and Division Chair in the Language Arts Division at Leeward Community College. I have been employed in the UH system for nearly 20 years.

As the proud recipient of a UH undergraduate, graduate, and doctoral education, a long-time educator, and supporter of my colleagues throughout the UH system, I am submitting this written testimony in opposition to the report of the Tenure Task Group. The report proposes eliminating tenure for faculty who are not providing direct instruction, with the exception of librarian faculty, and eliminating the current C classification for community college faculty and placing them in a category that requires research and scholarship, which would pull the instructional faculty out of the classroom. Therefore, I am asking the Board of Regents to vote "no" on accepting the report of the Tenure Task Group.

As an instructional faculty member, I have the following concerns:

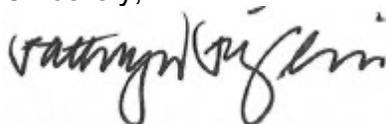
- I believe that the roles and responsibilities of non-instructional faculty members are critical to the success of students.
- The roles and responsibilities of non-instructional faculty absorb various aspects of supporting students, ultimately supporting my ability to focus on teaching.
- The work of non-instructional faculty would not go away, and I do not have the additional time nor expertise to absorb all of the duties and responsibilities that non-instructional faculty provide.
- The proposal to eliminate tenure for non-instructional faculty would inherently decrease the number of positions, reducing the quality of support services to students.
- Support services to students provided by non-instructional faculty will be reduced, which is of particular importance at the community college level, where the student population requires more support for academic success.
- Community colleges and support staff are critical to State initiatives like 55 by '25 that emphasize the importance of post-secondary education that often begins at the two-year institutions. The pandemic has only highlighted the disparities between college-graduate and high school graduates; thus, post-secondary education that includes college and career counseling provided by our non-instructional faculty is critical to the economic and social health of our State.
- Non-instructional faculty are being disregarded as subject matter experts in their professions. These professions require advanced degrees to serve the needs of students with disabilities, student development, student identity, student exploration of careers and majors, first-year students, returning adult students, mental health, instructional design, library science, and more. Advanced degrees in these professions are not typically held by instructional faculty, as they are subject matter experts in their own areas of expertise and rely on non-instructional faculty to meet student needs in these areas.

Regarding the report from the Tenure Task Group, I am most concerned that:

- No community college or four-year institution faculty were involved in the process and discussions with the Tenure Task Group.
- The report appears to have gone beyond the scope the regents asked for at the February 2021 meeting, which was specifically to review and investigate the issue of tenure (history, purpose); look outside of UH (evolution of, current views and developments on tenure) and at UH itself (the current process, criteria, and decision making on tenure).
- The report states that the proposed changes might improve the tenure classification system. Still, it does not explicitly state how these proposed changes would do that, nor was any data provided to substantiate these claims.
- Community college faculty will be required to shift their focus to research, which inherently takes away from the essential services that instructional and non-instructional faculty provide. This shift would require a substantial additional cost to the college as the instructional faculty would need course release time to handle this new set of requirements.
- The services non-instructional faculty provide have been deemed non-essential and not worthy of being a continuous service at our colleges.
- The report proposes a modification to the periodic review process. This modification will involve administration approval, deviating from the faculty-driven developmental process that the Hawai'i Labor Relations Board supports.

Thank you for your careful consideration, and again **I am asking that you VOTE "NO" on the report from the Tenure Task Group.**

Sincerely,



Kathryn Fujioka-Imai, EdD  
Professor of English and Division Chair, Language Arts  
Leeward Community College



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## Testimony in opposition to the PIG on Tenure proposals

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Jonathan Goldberg-Hiller <hiller@hawaii.edu>  
To: bor.testimony@hawaii.edu

Tue, Oct 19, 2021 at 4:18 PM

Testimony re: PIG on Tenure

19 October 2021

To the Board of Regents:

I oppose the *PIG On Tenure*'s proposals that would modify the practice and understanding of tenure. I am a professor in the political science department where I have worked for the past 29 years, most of them with the protection of tenure. I have served as chair of my department for six years, experiences that are relevant to my testimony.

It is not clear to me from the Report which if any extant problems with tenure require the recommended changes. Without an understanding of what they solve, I cannot address their benefits. I believe that the efforts to relax the protections of tenure—particularly to derail tenure if “there are no qualified faculty in other units that are available” (RP 9.201 III B. 2.), to assure that “faculty ...be adaptable” (RP 9.201 III B 3.) and to develop unspecified “guidelines and procedures” for post-tenure review—have a number of negative consequences.

Two detrimental consequences for the university are the drastic change in administrative governance these changes would create, and the related shift in resources that will be required as administrators do what faculty have done themselves. Tenure is granted by the BOR, but it is earned through peer review in the university and beyond. At the time of tenure, after 5 or 6 years in the university, candidates' dossiers are examined several times by faculty in this university, and by as many as a dozen professors from other universities. No one is granted tenure who hasn't convinced their departmental and university colleagues, as well as scholars chosen from around the world, that they have teaching and research records sufficient to earn their place in the academy. Peer review of this sort builds the frameworks for comprehending and developing professional norms, and it is the basis for making curricular decisions collectively at the department level.

The plans of the PIG threaten to weaken or upend this form of faculty self-governance. Last-minute substitutions of “available” faculty at the time of another's tenure decision takes away from departments and individual faculty the time spent mentoring young faculty and working towards tenure. It also displaces the professional judgments of fitness for tenure, and the norms of departmental control over our professional standards. Arguments about “adaptability” of faculty similarly take from departments and disciplines the significance of and control over the professional standards by which we work. The unspecified regulation of post-tenure review will substitute the values (and time) of administrators for the peer judgments of faculty.

These changes will require administrators to involve themselves in the norms and standards of disciplines and departments about which they know very little. By interrupting departmental governance, these proposals would weaken the university as a whole. It is no wonder the leadership of UHM has not been leading the charge, or even asking for these alterations of policy. These changes are unnecessary and counterproductive because they interfere with professional governance which maintains the quality of this institution.

**Jon Goldberg-Hiller, Ph.D.**

Professor of Political Science  
Acting Graduate Chair  
Department of Political Science  
University of Hawai'i at [Mānoa](#)  
2424 Maile Way  
Honolulu, HI 96822  
808 956-8563  
[hillier@hawaii.edu](mailto:hillier@hawaii.edu)

New Book Series "*Global and Insurgent Legalities*" with Duke University Press,  
Co-edited with Eve Darian-Smith <https://www.dukeupress.edu/Catalog/ProductList.php?viewby=series&id=85>

## Public Testimony Form - University of Hawaii Board of Regents

*Please provide your testimony on this form for the next University of Hawaii Board of Regents meeting. Make sure you include all the requested information so that the Board of Regents is able to clearly understand the testimony provided.*

Your Name (required) \*

Heather Greenwood

Your Organization (optional)

University of Hawai'i at Mānoa

Your e-mail address (in case we need to reach you) \*

heather8@hawaii.edu

Board of Regents Agenda Item (required) \*

BOR VII.B. Final Report and Dissolution of the Tenure Permitted Interaction Group

Your Position (required) \*

Oppose

Your Testimony/Comments

Your Testimony (pdf or word)

[BOR Testimony 10 19 2021 Final.pdf](#) (239.2 kB)



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MĀNOA

I am an Associate Extension Agent in the College of Tropical Agriculture and Human Resources (CTAHR), and I **oppose the recommendations made by the Permitted Interaction Group (PIG)**, specifically the elimination of tenure and tenure-track status for all (Extension) Agent and Specialist faculty. The **proposed changes will negatively impact UH Mānoa and the state of Hawai‘i.**

The state of Hawai‘i has one Land-Grant University (LGU), the University of Hawai‘i at Mānoa. In addition to instruction and research, every LGU has a **federally mandated mission** to provide **Extension** or Cooperative Extension. At UH Mānoa, CTAHR fulfills the mission of Extension by providing science-based education to positively impact the lives and livelihood of agriculture producers, consumers, and families in Hawai‘i. This is done through the work of CTAHR Agent and Specialist faculty. An Extension Agent is generally located off the UH Mānoa campus and is like an extension cord – extending UH Mānoa and CTAHR to those who would otherwise not have access. **CTAHR’s Agent and Specialist faculty position descriptions align with the instruction, research, and service requirements that the PIG report lays out for “Tenured and Tenure-Track Faculty” and therefore fall within that faculty classification.**

**What does it take for an Agent or Specialist to be granted tenure?**

Tenure and the tenure-track process benefits the entire University of Hawai‘i System. Tenure-track positions require Agent and Specialist faculty to plan for long-term professional growth, which sets a trajectory for sustained outcomes as evidenced by **instruction** (teaching short courses/workshops, supervising UHM interns, developing curricula, etc.), **applied research** (securing grants, producing scholarly work, etc.), and **Extension/service** (developing and delivering programs that impact all stakeholders). The granting of tenure is a 5-year process and includes two contract renewals (both reviewed by Department Personnel Committee, Department Chair, and Dean) before the submission for tenure (reviewed by DPC, Dept Chair, Dean, and Tenure and Promotion Review Committee). Those granted tenure have demonstrated their long-term ability to benefit the UH System.

**What does an Extension system look like without tenure for Agents?**

Before joining UH Mānoa, I worked for seven years as an Extension Agent at an LGU which did not offer a tenure-track option for Extension Agents. In that system, Agents were reviewed on an annual basis, and projects were planned accordingly. As a result, all external grants I obtained were for short-term projects lasting a few months. In my seven years with that LGU, I brought in less than \$2,000 in external dollars. Yet, I was considered very productive, as evidenced by my promotion from Associate Agent to Agent and my role as a mentor for newly hired Agents. Because of the year-to-year planning and review process, if I had stayed at that institution, my rate of securing external grant funds would have remained at a similar level. The table below clearly demonstrates the difference between a system which does and does not offer tenure to Agent faculty.

	Agent @ LGU with no tenure	UH Manoa, Assistant Agent	UH Manoa, Associate Agent
Years	Seven (2001 – 2008)	Five (2008-2013)	Eight (2013-2021)
Grants	<\$2,000	>\$80,000	> \$2,800,000
Tenure status	Tenure: Not an option for Agents	Tenured, 2013	Tenured

**How will eliminating tenure for Agent and Specialist faculty impact the community?**

If tenure is eliminated, Extension planning and projects will shift to a short-term focus out of necessity and externally funded Extension grants will decrease. Short-term projects do not have the same ability to affect change as do long-term projects. Short-term projects may provide temporary relief to a symptom without addressing the underlying cause and often lead to disillusionment and a greater sense of despair by those we are serving because the moment they start to see benefits, the project is over, and we leave them hanging. Communities also directly benefit from external grants secured by Agent and Specialist faculty because the awarded funds often include additional employment opportunities.

At a time when the University of Hawai'i System is experiencing severe budget constraints, it is generally not wise to make changes which will reduce income. Eliminating tenure for Agent and Specialist faculty will negatively impact the grants that flow into the UH System which cover direct project expenses and indirect expenses which go directly to the System. Do not entertain recommendations set forth in the Tenure-PIG report which will exacerbate current and long-term economic hardship.

Sincerely,

A handwritten signature in cursive script that reads "Heather Greenwood".

Heather Greenwood



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## Report of the Tenure Permitted Interaction Group

1 message

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**Petersen Gross** <grossp@hawaii.edu>  
To: bor.testimony@hawaii.edu

Tue, Oct 19, 2021 at 7:55 PM

To the University of Hawai'i Board of Regents,

My name is Petersen Gross and I am an Associate Professor in the Math & Sciences at Leeward Community College. I have been employed in the UH system for approximately 10 years.

I am submitting this written testimony in opposition to the report of the Tenure Task Group. The report proposes eliminating tenure for faculty who are not providing direct instruction, with the exception of librarian faculty, and eliminating the current C classification for community college faculty and placing them in a category that requires research and scholarship, which would pull the instructional faculty out of the classroom. I am asking the Board of Regents to vote no on accepting the report of the Tenure Task Group.

As an instructional faculty member, I have the following concerns:

- I believe that the roles and responsibilities of non-instructional faculty members are critical to the success of students
- The roles and responsibilities of non-instructional faculty absorb various aspects of supporting students which ultimately supports my ability to focus on teaching
- The work of non-instructional faculty would not go away, and I do not have additional time nor expertise to absorb all of the duties and responsibilities that non-instructional faculty provide
- The proposal to eliminate tenure for non-instructional faculty would inherently decrease the number of positions, leading to a reduction in the quality of support services to students
- Support services to students that are provided by non-instructional faculty will be reduced, which is of particular importance at the community college level, where the student population requires more support for academic success
- Community colleges and support staff are critical to State initiatives like [55 by '25](#) that emphasize the importance of post-secondary education that often begins at the two-year institutions. The pandemic has only highlighted the disparities between college-graduate and high school graduates; thus post-secondary education that includes college and career counseling provided by our non-instructional faculty is critical to the economic and social health of our State.
- Non-instructional faculty are being disregarded as subject matter experts in their professions. These professions require advanced degrees to serve the needs of students with disabilities, student development, student identity, student exploration of careers and majors, first-year students, returning adult students, mental health, instructional design, library science, and more. Advanced degrees in these professions are not typically held by instructional faculty, as they are subject matter experts in their own areas of expertise and rely on non-instructional faculty to meet student needs in these areas.

Regarding the report from the Tenure Task Group, I am most concerned that:

- No community college or four year institution faculty were involved in the process and discussions with the Tenure Task Group

- The report appears to have gone beyond the scope the regents asked for at the February 2021 meeting, which was specifically to review and investigate the issue of tenure (history, purpose); look outside of UH (evolution of, current views and developments on tenure) and at UH itself (the current process, criteria, and decision making on tenure).
- The report states that the proposed changes might improve the tenure classification system, but it does not explicitly state how these proposed changes would do that, nor was any data provided to substantiate these claims
- Community College faculty will be required to shift their focus to research, which inherently takes away from the essential services that both instructional and non-instructional faculty provide, and would require a substantial additional cost to the college as the instructional faculty would need course release time to handle this new set of requirements
- The services non-instructional faculty provide have been deemed as non-essential and not worthy of being a constant service at our colleges
- The periodic review process is proposed to be modified, and will involve administration approval, which deviates from the faculty-driven developmental process that is supported by the Hawaii Labor Relations Board

Thank you for your time, and again I am asking that you VOTE **NO** on the report from the Tenure Task Group.

Sincerely,  
Petersen W. Gross  
Associate Professor  
Leeward CC



**Petersen W. Gross**

Associate Professor, Information & Computer Science, Leeward CC

**phone:** (808)455-0494

**office:** DA 211

**address:** 96-045 Ala Ike Pearl City, HI 96782

**web:** [www.leeward.hawaii.edu/ics](http://www.leeward.hawaii.edu/ics)

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## Report of the Tenure Permitted Interaction Group

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Michelle Igarashi <mich.igarashi@gmail.com>  
To: bor.testimony@hawaii.edu

Tue, Oct 19, 2021 at 5:08 PM

To the University of Hawai'i Board of Regents,

I am submitting this written testimony in opposition to the report of the Tenure Task Group. The report proposes eliminating tenure for faculty who are not providing direct instruction with the exception of librarian faculty. I am asking the Board of Regents to vote "no" on accepting the report of the Tenure Task Group.

I am tenured and in Student Affairs. Therefore, I work directly with students who are involved in any academic or mental health situation, and/or personal issues that result in lack of academic progress or loss of financial assistance. I also deal with students involved in Student Conduct and Title IX. I take over when instructors are no longer, for whatever reason, able to support their students' learning. I catch students at the pivot point interceding at what is often their last chance for academic survival. Furthermore, I assist instructors in devising pedagogical tools to address individual student needs without watering down curricula, so those at the juncture may have equitable learning opportunities redirecting them back to the path towards degree completion. Prior to this position, I was a classroom instructor since 1994 and can say with certainty, that this role is just as important to student performance, retention, and persistence as lecturing, perhaps even more so, since the work is one-on-one and requires on-the-spot content agility and methodological dexterity. Without the kind of intervention I offer, many students would definitely leave UH's rolls, possibly forever.

Indeed, non-classroom faculty are easy targets for a reduction of the tenured workforce for support faculty are often seen as bit players in higher education, a "nice to have" part of a college's makeup. Yet, this is a total misinterpretation. Student Affairs personnel use their content-level expertise to *teach* students about time management, stress coping, tenacity, self-belief, trauma recovery, and growth mindset; skills that form the foundation upon which content knowledge may be delivered and ascertained. This building block is of particular importance to community college students who come from every walk of life from traditional recent high school graduates to *kupuna*, the formerly incarcerated, veteran, and returning adults. Decimate support faculty upon peril of closing the currently open door to opportunity, equity, and inclusion.

Thank you for your time, and again I am asking that you VOTE NO on the report from the Tenure Task Group.

Sincerely,

*Michelle Igarashi*

Michelle Igarashi, PhD  
Student Services Program Officer  
Leeward Community College

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"What's past is prologue"  
Shakespeare *The Tempest* II.i. 253



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## Testimony to the BOR regarding Permitted Interaction Group on Tenure

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**Katherine Irwin** <kirwin@hawaii.edu>  
To: bor.testimony@hawaii.edu

Tue, Oct 19, 2021 at 5:34 PM

Dear BOR,

Please accept the following pdf as my testimony to the University of Hawai'i Board of Regents' Permitted Interaction Group on Tenure.

Warmly,

Katherine Irwin

Katherine Irwin  
Professor  
Department of Sociology  
University of Hawai'i, Manoa  
Saunders Hall 238

Fall office hours: Via phone or zoom, by appointment

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 **BOR Testimony 10.21.21 Meeting .pdf**  
98K

October 19, 2021

Dear Regents,

Please consider this as my testimony against many of the items in the report composed by the UH Board of Regents' Permitted Interaction Group on Tenure (the Task Force). I am kindly asking that the Task Force consults with UH faculty on many aspects of the report. I will focus on two particular points of concern for me.

1. Regarding the statement: **“Before recruitment for tenure-track positions occurs, and before award of tenure, the administration shall ensure that . . . the position fulfills current enrollment requirements and STRATEGIC GROWTH PRIORITIES for the university and the State.”** This statement is concerning on many levels. The structure of the faculty profession at research-based and teaching-based universities is to acquire, disseminate, and teach knowledge effectively. Faculty take both a long-term and short-term view of knowledge, attending to the immediate concerns of students, faculty, researchers, the state, and national stakeholders. We conduct research that is relevant to policymakers and leaders in many fields in the moment. We also take a long view of history, studying the many historic sources of several pressing problems, and we look far into the future, examining the potential long-term outcomes within and future changes in our fields.

By tethering tenure-track position allocation and award of tenure to “enrollment requirements” and “strategic growth priorities,” the pool of faculty will not be able to attend to historical causes of various phenomena. Faculty at the cutting edge of future fields of study will also be cut out of the faculty labor pool. This restriction will unduly limit the type of knowledge that UH faculty can produce, disseminate, and teach.

University systems have historically been committed to a broad view of knowledge acquisition, dissemination, and teaching. The recommendation above advocates a restricted view--one in which it is only student enrollments and specific strategic growth priorities that shape faculty foci. As we all know, strategic growth plans change dramatically from year-to-year and decade-to-decade.

As a case in point, I am a criminologist. The field of criminology grew exponentially between 1980 to 2000. For example, on any given day during the 1970s, there were approximately 400,000 people in jail and prison in the U.S. Crime and crime control were, consequently, un-popular, “boutique” topics. Today the number of incarcerated individuals in the U.S. is 2.2 million. Criminal justice careers, as a result, have grown too. Criminology classes are now full to the brim, and many students desire a criminology degree. This might signal to the state that training individuals in this field is a priority.

My fellow criminologists and I take extremely broad views of crime and crime control. What we know from our commitment to an expansive view of our field is that the prison population in the U.S. is likely to decrease during the next decade. For example, many states are committed to decreasing their prison populations. There are also numerous mass movements to curtail criminal justice system spending, generally, and to shrink policing and prison budgets, specifically.

As an indicator of what might occur in the adult incarcerated population, from 2000 to 2017 there was a 58.9% decrease in the number of juveniles in detention and correctional facilities in the U.S. (Puzzanchera, Sladky, and Kang 2017). Career positions in juvenile corrections have also shrunk. Corresponding with these changes, my juvenile justice courses have dramatically decreased in size. When I was first hired, my juvenile delinquency course included approximately 80-90 students. Today, I have 30 students in this class. Luckily, my training, knowledge, and areas of expertise are broad, and I am prepared to teach many other courses within and outside of the criminology field. This example demonstrates the importance of hiring faculty who have a broad base of knowledge and not just faculty who can fill a classroom at a specific point in time.

Suppose that UH will only hire individuals who teach popular classes and who *only* attend to current, “hot-topic” state priorities. If this is the case, we will not be prepared for the inevitable shifts in multiple fields (crime control being only one). We need faculty with long-range views and who can attend to current *AND* future trends. We can only meet current and future needs with faculty who represent an extremely broad base of knowledge.

2. Regarding: “**Tenured faculty shall participate in a periodic review at least once every five years.**” Tenured faculty are currently reviewed at least once every five years, and the process is highly effective. In addition, each semester, our teaching is evaluated by students, and these evaluations are included in our five-year reviews. Each time we submit a grant proposal, a book manuscript, and an article for a scholarly journal, our work is reviewed. Review is built into every aspect of our profession. This is how faculty maintain excellence in scholarship, knowledge dissemination, and teaching.

Given the many systems of reviewing our work, I am curious why the Task Force wants to alter post-tenure review? If the Task Force desires a change, can they communicate why the current system is not working to their satisfaction?

In conclusion, I encourage the Task Force to consult with faculty about the many changes being proposed to tenure. I do believe that there have been some misunderstandings about the current tenure system and tenure-track hiring policies. Again, the faculty are more than willing to consult with the Task Force.

With much respect,

A handwritten signature in black ink, appearing to read "Katherine Irwin". The signature is fluid and cursive, with a large initial 'K' and 'I'.

Katherine Irwin  
Professor  
Department of Sociology  
University of Hawai‘i, Manoa

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## Agenda Item VIIB Final Report and Dissolution of the PIG

1 message

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**Raymond L Jarman** <jarmanr@hawaii.edu>  
To: bor.testimony@hawaii.edu

Tue, Oct 19, 2021 at 6:07 PM

Oct 19, 2021

I would like to thank Chair Moore and the Board of Regents for the opportunity to present testimony to oppose the recent PIG Statement from the Board of Regents regarding the issue of changing tenure.

My name is Ray Jarman, PhD. I am an Associate Specialist and I have been with the UHM Nancy Atmospera-Walch School of Nursing (NAWSON), formerly School of Nursing & Dental Hygiene, since 2002.

I am opposed to the current suggestion from the Board of Regents on tenure for the following three reasons.

1. Specialists provide to NAWSON essential student support services to help increase enrollments. Specialists' advanced degrees provide a high level of expertise and experience in assisting students from initial point of inquiry and admission to successful completion of their programs.

For example, graduate students frequently seek advising about options and possible consequences when they encounter personal or family events which will impact their academic progress. Students seek advice about possible course options (ex. transfers, waivers, leave of absence). They need advice regarding their eligibility for these options, guidance regarding the policies and processes about these various options, and what impact these changes/options will have on their progression through the program. There are not "cookie cutter" answers. Personal advice to address each student's current situation is required.

2. Tenure allows Specialists to develop and demonstrate their expertise, increase professional development, and scholarly activities specific to their areas. This in turn enhances not only the profession but also the national reputation of the University. Specialists participate with their colleagues at the national level to develop new programs, strategies, participate in conferences and webinars and help create what are called knowledge communities in their areas of expertise.

3. Specialists provide important support and consultant services to Instructional and Research faculty related to the students' non-academic experiences.

Ray Jarman, PhD

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Ray Jarman, PhD  
Associate Specialist  
MS and PhD Advisor  
Nancy Atmospera-Walch School of Nursing  
(formerly School of Nursing & Dental Hygiene)

University of Hawaii at Manoa  
2528 McCarthy Mall, Webster Hall 201  
Honolulu, HI 96822  
Office (808)956-3519 | Fax (808)956-5977  
Email: [jarmanr@hawaii.edu](mailto:jarmanr@hawaii.edu)  
Website: [www.nursing.hawaii.edu](http://www.nursing.hawaii.edu)



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## Report of the Tenure Permitted Interaction Group

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**Sandro Jube** <sandro@hawaii.edu>  
To: bor.testimony@hawaii.edu

Tue, Oct 19, 2021 at 4:36 PM

To the University of Hawai'i Board of Regents,

My name is Dr. Sandro Jube and I am a tenure-track instructor in the Math & Sciences Division at Leeward Community College (LCC). I have been associated with the UH system for 20 years! First as a graduate student in the College of Agricultural Sciences and Human Resources (CTARH) at UH Manoa, then as a postdoctoral assistant in the UH Cancer Center, and now as a tenure-track faculty at LCC.

I am submitting this written testimony in opposition to the report of the Tenure Task Group. The report proposes eliminating tenure for faculty who are not providing direct instruction, with the exception of librarian faculty, and eliminating the current C classification for community college faculty and placing them in a category that requires research and scholarship, which would pull the instructional faculty out of the classroom. I am asking the Board of Regents to vote no on accepting the report of the Tenure Task Group.

As an instructional faculty member, I have the following concerns:

- I believe that the roles and responsibilities of non-instructional faculty members are critical to the success of students.
- The roles and responsibilities of non-instructional faculty absorb various aspects of supporting students which ultimately supports my ability to focus on teaching.
- The work of non-instructional faculty would not go away, and I do not have additional time nor expertise to absorb all of the duties and responsibilities that non-instructional faculty provide.
- The proposal to eliminate tenure for non-instructional faculty would inherently decrease the number of positions, leading to a reduction in the quality of support services to students.
- Support services to students that are provided by non-instructional faculty will be reduced, which is of particular importance at the community college level, where the student population requires more support for academic success.
- Community colleges and support staff are critical to State initiatives like [55 by '25](#) that emphasize the importance of post-secondary education that often begins at the two-year institutions. The pandemic has only highlighted the disparities between college-graduate and high school graduates; thus post-secondary education that includes college and career counseling provided by our non-instructional faculty is critical to the economic and social health of our State.
- Non-instructional faculty are being disregarded as subject matter experts in their professions. These professions require advanced degrees to serve the needs of students with disabilities, student development, student identity, student exploration of careers and majors, first-year students, returning adult students, mental health, instructional design, library science, and more. Advanced degrees in these professions are not typically held by instructional faculty, as they are subject matter experts in their own areas of expertise and rely on non-instructional faculty to meet student needs in these areas.

Regarding the report from the Tenure Task Group, I am most concerned that:

- No community college or four year institution faculty were involved in the process and discussions with the Tenure Task Group.

- The report appears to have gone beyond the scope the regents asked for at the February 2021 meeting, which was specifically to review and investigate the issue of tenure (history, purpose); look outside of UH (evolution of, current views and developments on tenure) and at UH itself (the current process, criteria, and decision making on tenure).
- The report states that the proposed changes might improve the tenure classification system, but it does not explicitly state how these proposed changes would do that, nor was any data provided to substantiate these claims.
- Community College faculty will be required to shift their focus to research, which inherently takes away from the essential services that both instructional and non-instructional faculty provide, and would require a substantial additional cost to the college as the instructional faculty would need course release time to handle this new set of requirements.
- The services non-instructional faculty provide have been deemed as non-essential and not worthy of being a constant service at our colleges.
- The periodic review process is proposed to be modified, and will involve administration approval, which deviates from the faculty-driven developmental process that is supported by the Hawaii Labor Relations Board.

Thank you for your time, and again I am asking that you VOTE NO on the report from the Tenure Task Group.

Sincerely,

Sandro Jube, PhD  
Instructor, Biology  
Leeward Community College  
Math and Science Division  
96-045 Ala Ike  
Pearl City, HI, 96782  
(808) 455-0521

## Public Testimony Form - University of Hawaii Board of Regents

*Please provide your testimony on this form for the next University of Hawaii Board of Regents meeting. Make sure you include all the requested information so that the Board of Regents is able to clearly understand the testimony provided.*

Your Name (required) \*

Momi Kamahele

Your Organization (optional)

Leeward Community College

Your e-mail address (in case we need to reach you) \*

momiala@gmail.com

Board of Regents Agenda Item (required) \*

BOR VII.B. Final Report and Dissolution of the Tenure Permitted Interaction Group

Your Position (required) \*

Oppose

Your Testimony/Comments

Your Testimony (pdf or word)

[Kamahele BOR Testimony Signed.pdf](#) (193.7 kB)



UNIVERSITY of HAWAII®  
**LEEWARD**  
COMMUNITY COLLEGE

October 19, 2021

To: Board of Regents of the University of Hawai'i  
From: *Momi Kamaha*  
Momi Kamaha, Professor Hawaiian Studies, Leeward Community College  
Subject: Reject Resolution 21-06

The key point to be made over and over again is that the purpose of tenure is academic freedom for faculty. As others have made the point more eloquently, tenure ensures faculty can engage in controversial research and instruction with impunity. All faculty are involved with instruction and significantly contribute to student achievement and success.

I believe the damage that the Board of Regent's Resolution 21-06 would have would undermine the ostensible commitment to indigenizing the UH System. To indigenize means to discuss colonialism of Pacific peoples and Native Hawaiians by Europeans, Americans and Asians. To indigenize means to actively engage students in thinking critically about the origins of racism, discrimination and violence, and of the impacts of oppression of indigenous peoples of the Pacific and of how to regain agency. This requires a classroom environment supportive of these contentious concepts and practices and that's what tenure offers our students.

I strongly reject this Resolution.

Thank you.



## Reject BOR Resolution 21-06

1 message

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**Momi Kamahela** <momiala@gmail.com>  
To: bor.testimony@hawaii.edu

Tue, Oct 19, 2021 at 5:54 PM

Testimony...

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Momi Kamahela  
Professor  
Hawaiian Studies  
Leeward Community College  
(808) 455-0627  
Office: FA 119



**Kamahela BOR Testimony Reso 21-06 Signed.pdf**  
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UNIVERSITY of HAWAII®  
**LEEWARD**  
COMMUNITY COLLEGE

October 19, 2021

To: Board of Regents of the University of Hawai'i  
From: *Momi Kamahele*  
Momi Kamahele, Professor Hawaiian Studies  
Subject: Reject Resolution 21-06

The key point to be made over and over again is that the purpose of tenure is academic freedom for faculty. As others have made the point more eloquently, tenure ensures faculty can engage in controversial research and instruction with impunity. All faculty are involved with instruction and significantly contribute to student achievement and success.

I believe the damage that the Board of Regent's Resolution 21-06 would have would undermine the ostensible commitment to indigenizing the UH System. To indigenize means to discuss colonialism of Pacific peoples and Native Hawaiians by Europeans, Americans and Asians. To indigenize means to actively engage students in thinking critically about the origins of racism, discrimination and violence, and of the impacts of oppression of indigenous peoples of the Pacific and of how to regain agency. This requires a classroom environment supportive of these contentious concepts and practices and that's what tenure offers our students.

I strongly reject this Resolution.

Thank you.



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## Report from PIG on Tenure

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**Shannon Sakaue** <sks78@hawaii.edu>  
To: bor.testimony@hawaii.edu

Tue, Oct 19, 2021 at 5:39 PM

Hello,

On behalf of UHPA PAU 12 at Kapi'olani Community College, I am submitting the attached letter for written testimony in regards to the report from the PIG on Tenure.

Thank you,

Shannon Sakaue, EdD  
Kapi'olani Community College

*Program Counselor*  
Pāhihi Program for Returning Adults

*Faculty Advisor*  
ASKCC Student Congress

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 **PIG Testimony from Kapi'olani PAU 12.pdf**  
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October 19, 2021

Aloha, Chair Moore and the Board of Regents:

The recent Permitted Interaction Group (PIG) report on Tenure did not extend tenure to non-instructional faculty (continuing education & training, academic support, counseling, and institutional support) at UH Community Colleges. Therefore, we would like to make a statement on behalf of non-instructional faculty at Kapi'olani Community College and the UH Community Colleges.

## **Today's Community College Students**

Today's community college students are everywhere in our communities. The cashier at your local grocery store. The teller at your bank. Your friend's son or daughter who is taking prerequisite classes for grad school. The office assistant at your doctor's office. The server at your favorite restaurant. The young adult who goes to pick up their younger siblings every day from school.

Many of our students are employed or are caregivers, as 68% of Kapi'olani CC students are enrolled part-time. About one-third are eligible for PELL grants, which means they have "exceptional financial need". Our students are looking for employment stability, career changes, upward mobility, and, yes, the opportunity to contribute their best to society.

## **Community Colleges' Impact to the State**

UHCCs provide access to education for all individuals in our communities. Hawai'i is geographically isolated and therefore the education of its population is a crucial component that directly impacts the local economy. Our colleges provide direct training for critical employment shortages in our communities, serve as imperative support in a student's academic journey, and ultimately have a positive impact on our local economy and the betterment of our residents.

The state, realizing the untapped potential in our communities, set a goal for 55% of Hawai'i's adults to have post-secondary education certificates or degrees by the year 2025. The UH System was listed as a fundamental partner for this [55 by '25](#) initiative. UHCCs play an important role in achieving this goal, yet they are consistently overlooked and underfunded. UHCCs are the lifeline for Hawai'i's economic success.

While Hawai'i's economy is disproportionately dependent on tourism and the military, the UH system supports a higher education sector that diversifies the state's economy, providing stable middle class jobs for our communities throughout the islands.

## **Non-Instructional Faculty Roles at the Community Colleges**

The roles of non-instructional faculty are critical in providing a holistic educational service to our diverse student populations. Below is a brief discussion of these roles and their impact on students.

### *Counselors*

Counselors serve the needs of our community. Below are some examples that demonstrate the variety of issues and challenges that require a skilled counselor to support community college students.

*Chelsea is a full-time employee and single parent of two young children who recently left an abusive relationship. She doesn't know how to pay for college, but she knows she needs a college education to provide stability for her children. She wants to talk to a counselor about programs that may be a good fit.*

*Jarrett is trying to figure out his first steps, being the first in his family to attend college. He needs to be available to help take care of his younger siblings and grandmother as well as work part-time to help with the family bills. Jarrett is anxious and unsure of what he wants to do in life.*

*After several unsuccessful experiences at various colleges, Kamalei served for eight years in the US Army. She wants to become a licensed social worker, but is unsure of the next steps. Recently diagnosed with ADHD, she realizes that she'll need additional help if she wants to do well this time around in college.*

*Asa was enrolled from Kaua'i and doing well in online courses. After experiencing the sudden loss of his best friend, he became distraught and was unresponsive to instructor attempts to reach out to him. At the end of the semester he needs to speak with someone about his academic options and coping with his loss.*

Community college counseling faculty have advanced degrees in human/student development, counseling, social work, psychology, educational psychology, and related fields. Counseling faculty are essential in supporting students' access to education; college success; problem-solving and decision-making; self-management skills; retention; progression; and persistence in navigating barriers to reach their educational, career, and life goals. They work with campus and system partners to plan and implement policies and strategies to support students in areas such as student learning and development in both cognitive and affective domains; college success skills; career exploration and development; academic program and transfer options; dynamic and emerging needs of students and targeted student populations; co-curricular opportunities; financial aid, scholarship, and basic needs; and mental health and wellness. The expertise and work of counselors are essential in supporting the community colleges' mission and statewide initiatives to strengthen educational pipelines and opportunities and student achievement toward academic and career success.

### *Instructional Designers*

*"I am so thrilled with how my actual [online] course is coming together. I am teaching the course right now and I can tell that the students are enjoying how the site is organized and they are willing to provide thoughtful feedback on how to make improvements. They are engaged on the site! I have more confidence in my technical skills. I now am willing to be a bit more adventuresome. This was the best 8 weeks of summer that I ever spent in a course as a learner..." - A Kapi'olani CC Faculty*

*"As a single parent who works 2 jobs, it's hard for me to take time off of my day to go to class. It's also hard sacrificing the time to go to class when you could be working for money to pay for my child and tuition. I use the spare time I have to study and I like that I'm able to study whenever I can with online classes." - A Kapi'olani CC student*

Our students come from diverse backgrounds and with a wide range of readiness for academic engagement. As the instructional faculty are subject matter experts but not trained in the best practices of teaching and learning, the instructional designers (IDs) fill this critical gap by coaching and supporting the faculty (teaching the teachers) to create "instructional experiences which make the acquisition of knowledge and skill more efficient, effective, and engaging (Merrill, 2012)". Most IDs are former instructional faculty members and highly trained in instructional design theory, process, and technology tools to develop and design optimal learning environments that increase and enhance success in higher education. IDs also research and seek training to keep abreast of the changes in educational technology, learner characteristics, learning theories, federal rules and regulations, and accreditation standards.

IDs support instructional faculty colleagues through facilitating professional development programs, individual support, and professional learning communities. Even before COVID, growing demand for online education kept them busy, but now due to COVID, IDs have been working long hours mentoring instructional faculty to teach online, ensuring that quality education continues for our students. Kapi'olani CC IDs have created innovative, effective, and nationally-recognized training programs (Teaching Online Prep Program (TOPP) and TOPP To Go!) for hundreds of instructional faculty throughout the UH System. Our students have benefited from well-designed courses taught by well-trained faculty who are committed to student engagement and student success.

### *Librarians*

On most campuses at the university system, libraries have grown into learning centers that now include tutoring, computer labs, quiet study spaces, and testing centers in addition to video and study resources, laptop and electronic device loans, and personalized and classroom library research training and support.

Librarians teach students information literacy and research skills. They teach students to know the difference between scientific or fact-based information and opinionated commentary, and they teach the skills for the critical assessment of good research and for lifelong learning. They also prepare students who aspire to bachelor's and graduate degrees for work in research and innovation.

Legislators and educators hear everyday about the problems with the high cost of higher education and student debt. Librarians at the seven community colleges work with students who see the high cost of textbooks as a real obstacle to their work and career goals. These days textbooks can cost up to \$400 or more. Librarians help instructional faculty find or customize open educational resources (OER) or other resources that create courses with no textbook costs. From 2016 through summer 2021 the seven community colleges, led by librarians, instructional designers, and instructors, have saved our students over \$12 million in textbook costs. In addition, current research shows that OER has a positive effect on student success, such as increases in student retention and grade point averages. Librarians are also providing textbooks in reserve collections to reduce costs.

### *Other Non-Instructional Faculty*

Non-instructional faculty provide a wide range of services that enhance and uplift student success, supporting the college in fulfilling its mission and vision. For example, institutional support faculty provide essential skills and expertise in areas including, but not limited to: revenue generation (especially critical with decreasing state allocations); providing educational opportunities tailored to timely and emerging needs of our state and local/international communities; providing opportunities to enhance professional development and student learning; and bolstering institutional capacity.

## **Tenure Is Essential**

We must dispel the myth that tenure is a guarantee of a life-long job without oversight. All UHCCs, because of ACCJC accreditation standards, require that all tenured faculty undergo regular reviews of their work. There are well-defined procedures by which a non-performing faculty member can be removed from faculty ranks.

Most tenured faculty at UHCCs have undergone a five-year probation process requiring, typically, three major reports on accomplishments. This rigorous probationary review involves department colleagues, department heads, and up to three levels of administrators. Tenure and promotions are approved by the UH President. No other position in the university system, and possibly the state system, undergoes this level of scrutiny.

Tenure and promotion applications for non-instructional faculty at the community colleges require the faculty member to demonstrate, with evidence,

- fulfillment of one's job duties to support student learning,
- innovative thinking and continuous improvement regarding one's job duties and the improvement of student learning,
- professional development and training, and
- service to the university and public service to the community outside of UH. Many faculty choose to make contributions to our public community, for example the Department of Education and community non-profit groups. Many make contributions at a national level, bringing attention and respect from other colleges to our state.

Similar to a judge's work not being confined to the courtroom, faculty work and dedication extend beyond the campus. Many non-instructional faculty serve with passion and work long hours to fulfill their responsibilities. Tenure, in summary, imposes a highly rigorous requirement to continuously support learning, training, innovation, and service to the community. Tenure helps non-instructional faculty to be heard by our colleagues and to have an impact in improving higher education in Hawai'i.

Tenure for non-instructional faculty at the community colleges is necessary

- to maintain collegial and productive partnerships with other tenured instructional faculty colleagues, especially as some might feel protective of their long-standing teaching practices,
- to demonstrate institutional commitment to the holistic nature of education, addressing student needs, and supporting the state and community through student attainment of educational and career goals,
- to demonstrate to other faculty and administration that non-instructional faculty are held to similar standards of excellence and accountability and have the best skills in their professions, and
- to conduct research, innovate, and inspire effective teaching and learning practices.

Finally, if non-instructional faculty were not present to serve in these various ways, this tremendous work would fall on instructors and administrators, who simply and understandably do not have specialized training. These needs are real and present.

The institution benefits with tenure for non-instructional faculty because tenure enables the university system to recruit the best candidates to our colleges. Tenure makes our positions competitive and appealing to highly credentialed academic support professionals. It offsets the notoriously high cost of living in this state and the difficulty in attracting and retaining top talent. Tenure also helps the colleges align with the accrediting standards of ACCJC that require colleges to retain experts in academic support. Accreditation compliance impacts UH federal funding, access to student loans, professional certification programs, national reputation, and transferability of credits between institutions.

We respectfully ask you to vote 'No' on the Permitted Interaction Group (PIG) on Tenure's proposed resolution.

Shannon Sakaue, MA, EdD, Counselor  
Helen Torigoe, MEd, Instructional Designer  
Sunyeen Pai, MSSM, MLISc, PhD, Librarian  
Kristie Malterre, MEd, Counselor  
Jamie Sickel, MEd, PhD, Instructional Designer

Joy Oehlers, MLIS, Information Literacy Librarian  
Sheldon Tawata, MS in Counseling, Counselor  
Teri Mitchell, Counselor  
Veronica Ogata, MEd, PhD, Institutional Support  
Deneen Kawamoto, MEd, Counselor  
Annie Thomas, MLISc, Librarian  
Brandon Chun, MEd, PhD, Counselor  
Alfred "Alfie" Gonzales, MEd, Counselor  
Catherine Wehrman, MEd, Counselor  
Joyce Tokuda, MLISc, Librarian  
Angela Coloretti McGough, MEd, Counselor  
Melissa Nakamura, MEd, Instructional Designer  
Miki Crutchfield, MSCP, Counselor  
LaVache Scanlan, MEd, Instructional Faculty  
Mimi Yen, M.Ed, Counselor  
Susan S. Kazama, MLS, Librarian, Professor  
Lani Suzuki-Severa, MEd, Counselor  
Saori Sato, International Program Coordinator  
Allyson Ota, MLISc, Electronic Resources Coordinator  
Lisa Yrizarry, MEd, Counselor



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## Testimony BOR Resolution 21-06

1 message

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**Nicole Keim-Fortuno** <keim@hawaii.edu>  
To: bor.testimony@hawaii.edu

Tue, Oct 19, 2021 at 8:10 PM

To the University of Hawai'i Board of Regents,

My name is Nicole Keim-Fortuno and I am submitting this written testimony in opposition to the report of the Tenure Task Group. The report proposes eliminating tenure for faculty who are not providing direct instruction, with the exception of librarian faculty. I am asking the Board of Regents to vote no on accepting the report of the Tenure Task Group.

As a non-instructional faculty member, I am a Counselor at Leeward Community College and I believe that my profession is deserving of tenure. I have been employed in the UH system for approximately 16 years. Prior to becoming a faculty member and earning tenure, I was in an APT (administrative, professional, technical) position for 3 years, and began my employment as an 89-day casual hire. I am also a proud Leeward Community College alumni. My educational background includes a graduate degree in Student Affairs in Higher Education from Colorado State University, where I studied the research-based profession of co-curricular support in institutions of higher education. Simply put, not all learning takes place in the classroom. In fact, much of student learning and development occurs in the counseling and advising process, and we are a vital part of student success-- from the beginning to the end of the student's journey, unlike instructional faculty who interact with students for one semester, maybe two. Counselors and other non-instructional faculty participate in important campus groups that impact decisions and policies affecting students. We offer valuable insight as it directly relates to issues of mental health, financial aid, veteran's affairs, and other crucial barriers impacting student retention. At Leeward CC non-instructional faculty are viewed as equals to instructional faculty and we work together in partnership to nurture all students.

Regarding the report from the Tenure Task Group, and the potential subsequent impact, I am most concerned that:

- No faculty were involved in the process and discussions with the Tenure Task Group
- The "C" classification of community college faculty was not mentioned in the report, despite the UHCCs being the majority of the UH system
- Non-instructional faculty are being disregarded as subject matter experts in their professions. These professions require advanced degrees to serve the needs of students with disabilities, student development, student identity, student exploration of careers and majors, first-year students, returning adult students, mental health, instructional design, library science, and more. Advanced degrees in these professions are not typically held by

instructional faculty, as they are subject matter experts in their own areas of expertise and rely on non-instructional faculty to meet student needs in these areas.

- The report appears to have gone beyond the scope the regents asked for at the February 2021 meeting, which was specifically to review and investigate the issue of tenure (history, purpose); look outside of UH (evolution of, current views and developments on tenure) and at UH itself (the current process, criteria, and decision making on tenure)
- The report states that the proposed changes might improve the tenure classification system, but it does not explicitly state how these proposed changes would do that, nor was any data provided to support these claims
- Community College faculty will be required to shift their focus to research, which inherently takes away from the essential services that both instructional and non-instructional faculty provide
- Support services to students that are provided by non-instructional faculty will be reduced, which is of particular importance at the community college level, where the student population requires more support
- Community colleges and support staff are critical to State initiatives like [55 by '25](#) that emphasize the importance of post-secondary education that often begins at the two-year institutions. The pandemic has only highlighted the disparities between college-graduate and high school graduates; thus post-secondary education that includes college and career counseling provided by our non-instructional faculty is critical to the economic and social health of our State.
- The periodic review process is proposed to be modified, and will involve administration approval, which deviates from the faculty-driven developmental process that is supported by the Hawaii Labor Relations Board
- Tenured faculty have a contract with the University, and the report does not address the legal matters that would arise, nor a plan for the legal costs associated with the proposed changes

Thank you for your time, and again, I am asking that you **VOTE NO** on the report from the Tenure Task Group. Please help us to protect tenure and retain highly qualified employees to contribute to our University of Hawaii system for generations to come.

Sincerely,

Nicole Keim-Fortuno

Counselor, Associate Professor CC

Leeward Community College

--

**Nicole Keim-Fortuno, M.S.**

Counselor, Associate Professor CC

Phone: (808)455-0432 | [leeward.hawaii.edu/counseling](http://leeward.hawaii.edu/counseling)

96-084 Ala Ike | Pearl City, HI 96782

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**BOR Testimony 10\_20\_21\_N Keim-Fortuno (1).pdf**  
62K



## Tenure Testimony

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**Pua Larson** <marlapua@hawaii.edu>  
To: bor.testimony@hawaii.edu

Tue, Oct 19, 2021 at 4:35 PM

Aloha  
Please find my testimony attached. Thank you

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Pua Larson  
[Kauai Community College](#)  
Counseling and Advising  
808-245-8258

[Click Here to Schedule Appointment](#)



**BOR Testimony.pdf**  
108K

10/19/2021

Aloha Board of Regents,

My name is Pua Larson, a counselor at Kauai Community College and I'm writing today in support of my colleagues and other counselors across the UH System. As a tenured C4 faculty member, I believe it is vital that counselors keep their faculty status.

The Counseling and Advising Department at Kauai Community College has aligned our functions and activities to support the system and student success initiatives which include the Hawaii Graduation Initiative outline: Connection, Entry, Retention, Completion to transfer, and/or work.

The Counseling Department works under a "Case Management" context, providing wrap-around services to our students from pre-admission through completion. The ISS committee is composed of Instructional Faculty from each division all Counselors and a representative from Admissions, Financial aid, Marketing, and the Institutional Effectiveness Office.



[Academic Counselors](#) provide guidance and support to students for their academic success. Meeting with advisors offers students an opportunity to create connections with their advisor and to have meaningful discussions about career interests or academic goals. Some topics that can be discussed include: schedule planning, career interests, choosing a major, and campus resources to support personal, academic, and registration. Most Academic Counselors wear two hats which include; Student Life Coordinator, Nursing and Medical Assisting Program Admissions, Technology Coordination of STAR, My Success, Faculty Support and Lead Counselor.

The Mental Health Counselor is also the coordinator for [Hale Malama](#) Care Center. Mental health services are available on our campus including individual and group sessions. The Care Center is an on-campus food program, student emergency aid, HINET, community referrals, SNAP benefits, child care assistance, and more.

The [Disability Services](#) Counselor is also the [Veterans Support](#) Center Coordinator. Kauai Community College is committed to providing all students with equitable access to its programs and services. This commitment is in accordance with applicable state and federal laws, including the Americans with Disabilities Act, and Sections 504 and 508 of the Rehabilitation Act. Veterans Support Center provides students with a comfortable atmosphere equipped with all the tools necessary to aid them in their collegiate pursuits.

The [Career](#) Counselor provides resources to assist students from the beginning to the end of their academic journey. Students learn about themselves and explore jobs, make career choices, and carry out career plans.

All counselors teach students about college and careers in our outreach events at the high schools and the community. All counselors work on system and campus committees. For example; as the Lead Counselor I'm a member of the Academic Affairs Planning Team that works on strategic planning and prioritization with division chairs and the Vice-Chancellor of Academic Affairs. I'm also a member of the Student Affairs Leads Team that works together by keeping each department updated on all planning and prioritization of Student Affairs.

Counselors at Kauai Community College are instrumental in developing the guidelines for the Course Program of Study (CPOS). Which helps colleges stay in compliance with Title IV (federal) guidelines regarding financial aid. Guidelines state that financial aid can only be awarded for courses that are required for the degree or certificate students are enrolled in. Every Monday counselors verify students that registered for the semester and verify that courses are aligned with their declared major. If we find they do not we contact the student to remedy the situation.

The commitment and expertise of each counselor are reviewed in the tenure process with the same rigor as instructional faculty. Counselors are valued members of Kauai Community College and impact enrollment with their onboarding efforts. They have developed strong relationships in the community and at the UH system level. All counselors have earned their Master's Degree in their area of expertise.

I find the resolution lacking the recognition of the counseling faculty. I highly encourage the task group to reconsider the resolution and add counselors to the tenure track.

Sincerely yours,

*Pua Larson*

Pua Larson  
Kauai Community College  
Lead Counselor



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## Testimony in Opposition to the Tenure PIG Report

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**Victor Lubecke** <lubecke@hawaii.edu>  
To: bor.testimony@hawaii.edu

Tue, Oct 19, 2021 at 4:59 PM

Dear Regents,

Please find attached my testimony for the BOR October 21 meeting on the subject of the Tenure PIG report.

Sincerely,

Victor Lubecke

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Victor Manuel Lubecke, Ph.D.  
Professor  
Department of Electrical and Computer Engineering  
University of Hawaii at Manoa  
2540 Dole Street  
Honolulu, HI 96822, USA

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 **BOR Testimony with COE statement.pdf**  
131K

19 October 2021

Dear UH Board of Regents members:

I am writing to respectfully **oppose the conclusions of the “tenure PIG” task force report**. The recommendations in this report would greatly harm the University of Hawai‘i at Mānoa’s reputation and status as an R-1 research institution, which is critical not only for performing world-class research but also for providing the high quality *research-backed teaching* expected from such an institution and for maintaining associated high enrollment levels. Furthermore, while the initiation may have been well-intentioned, it is very discouraging to see how this task force proceeded without faculty involvement, and how the recommendations seek to eliminate language defining the participation of faculty in the review of faculty.

On behalf of the faculty of the College of Engineering I would like to share the attached statement titled “College of Engineering Faculty Statement in Opposition to the BOR Permitted Task Force Report,” that was collectively drafted and ratified by an overwhelming majority of the faculty.

Respectfully,



---

Victor Manuel Lubecke, Ph.D.  
Professor  
Department of Electrical and Computer Engineering  
University of Hawaii at Manoa  
2540 Dole Street  
Honolulu, HI 96822, USA



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An Equal Opportunity/Affirmative Action Institution

October 12, 2021

## College of Engineering Faculty Statement in Opposition to the BOR Permitted Task Force Report

The faculty senate of the College of Engineering (COE) of the University of Hawai'i at Mānoa (UHM) submits this **statement in opposition** to the Board of Regents Permitted Interaction Group (PIG Task Force) Resolution "Supporting the Findings and Recommendations of the Tenure Task Group and Requesting the University of Hawai'i Administration to Facilitate the Implementation of Board Policy Revisions Through Faculty and Union Consultation."

While the COE Senate appreciates the work of the Task Force we are concerned both with the findings and the manner in which it has proceeded. Many particular issues have been identified including the following:

- The recommendations would negatively impact the University of Hawai'i at Mānoa's reputation and status as an R-1 research institution, which is critical not only for performing world-class research but also for providing the high quality research-backed teaching expected from such an institution and for maintaining associated high enrollment levels.
- The task force has proceeded without satisfactory faculty input. The COE faculty were not formally consulted by the task force and the findings in no way represent the collective opinion of the COE faculty. While it is understood that the dean of the COE was included in the task force, this did not involve consultation with the COE faculty and does not in any way reflect their opinion.
- The proposed revisions remove faculty from the procedures for reviewing faculty, and diminish the process through misguided assumptions. For example:
  - The proposed revisions remove the components of Board of Regents' policy RP 9.213 which direct how faculty participation should be performed in establishment of the periodic review process.
  - The proposed changes state that periodic reviews of faculty should "ensure balanced, diverse, and relevant input," but do not allow faculty review of the definition of such input. This creates risk of political manipulation and bias.
  - The proposed revisions stipulate that tenure-track recruitment should prioritize internal transfers from other units, on the erroneous assumption that one area is readily portable to another area.

This statement was endorsed by a COE faculty vote of 36 in support, and 1 opposed.

Sincerely,

College of Engineering Faculty Senate



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## 10/21/21 - Testimony in Opposition to Tenure PIG

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**Amy McKee** <amymckee@hawaii.edu>  
To: bor.testimony@hawaii.edu

Tue, Oct 19, 2021 at 3:52 PM

Aloha e Chairman Moore and the Board of Regents,

I am writing in **strong opposition** to the report and recommendations of the Permitted Interaction Group on Tenure and the BOR Resolution 21-06.

I concur with Christian Fern's letter of dissent that this PIG was a flawed process from the beginning and I am appalled to learn that S and A faculty were not consulted in this process. For the BOR to be able to unilaterally change who may receive tenure without consultation with the faculty has a chilling effect and goes beyond the purview of the BOR to serve students and faculty.

I urge the regents not to pass this resolution or these changes.

Sincerely,  
Amy McKee, M.Ed.



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## Report of the Tenure Permitted Interaction Group

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**Kathleen O Kane** <kok@hawaii.edu>  
To: bor.testimony@hawaii.edu

Tue, Oct 19, 2021 at 3:22 PM

Aloha kākou to the University of Hawai'i Board of Regents,

My name is Kathleen O. Kane and I am submitting this written testimony in opposition to the report of the Tenure Task Group. The report proposes eliminating tenure for faculty who are not providing direct instruction, with the exception of librarian faculty, and I am urging the Board of Regents to VOTE NO on accepting the report of the Tenure Task Group.

I am a full-rank tenured Faculty Specialist working in the field of faculty development in a position deserving of tenure. I have held this faculty position at the Center for Teaching Excellence (CTE) in the UH system since July 1995. In addition, I was appointed Director of the Faculty Mentoring Program (FMP) and of the Office of Faculty Development for Academic Support (OFDAS) which is the unit of both CTE and FMP. The duties and responsibilities of my position require that my programs and unit support the mission of the university with regard to teaching and learning, and that through direct support of faculty teaching, I have an immediate impact on student learning. I work with faculty of every category, college/school, and department on campus to support them in their professional development as researchers, teachers, and in their service beyond to campus to our island communities across the state. I provide events and services that enable professional growth and competence in all areas that are required for tenure and promotion. In order for me to accomplish this as a single person with a tiny team of three, I must call upon my relationships across campus with faculty in all disciplines and of all categories to bring them on board to contribute their service to their colleagues across campus through our programs and services. To do this, faculty of every category—including Specialist, Researchers and Extension Agents--bring their expansive knowledge of their disciplines, their competencies as faculty in the classroom and on our campus providing support for the benefit of our students, and in the communities where they serve the people of Hawai'i.

Prior to this faculty position, I worked as an APT and as a Senior Teaching Assistant at CTE. I earned all my degrees at UH Mānoa: B.A. 1983, M.A. 1988, Ph.D. 1994. I have taught 107 courses in my areas of research disciplines, above and beyond my Faculty Specialist duties and responsibilities. I mention these details to illuminate that while Faculty Specialists' positions are not consistent across the campus with regard to duties and responsibilities, each of us develop a proportionate correspondence between teaching, research and service within our diverse settings that ultimately keeps the service to students at the heart of all that we do. As Christian Fern wrote in his Letter of Dissenting Opinion of the TPIG Report, I am referring here to faculty who "understand the granting of tenure places a far greater burden and responsibility on them to maintain high standards of research and instruction, both inside and outside of the classroom, and know they are setting an example for junior faculty who are striving to obtain tenure." I would like to extend that sentiment towards the deep commitment I witness in faculty across all categories including that of my own as a Specialist. Large numbers of us have an abiding sense of duty not only to the faculty who are junior to us, not only to faculty who come here from other places and have an enormous learning curve, but to the University of Hawai'i at Mānoa and all that it has meant to us. To all that it has meant to our lives and to the reasons we determined to stay here to foster our own professional academic trajectories in positions that are not defined just by classroom teaching. And absolutely above all, to the students each AY who are just beginning their undergraduate and graduate studies, many of whom we see as reflections of ourselves as we once

were: full of anxieties and dreams, confidences and uncertainties, talents and undiscovered potentials. Many of us maintain duties inside the classroom as teachers so that we have the immediate experience of that beautiful process, to look it in the face and see it from the other end of the trajectory. It is to that extraordinary student experience that our labor outside the classroom serves, what the university cultivated and advanced in ourselves, and how this all circulates between the communities from which we come and in which we live on these islands.

Regarding the report from the Tenure Task Group, and the potential subsequent impact, I am most concerned that:

- No faculty were involved in the process and discussions with the Tenure Task Group
- The “C” classification of community college faculty was not mentioned in the report, despite the UHCCs being the majority of the UH system
- Non-instructional faculty are being disregarded as subject matter experts in their professions. These professions require advanced degrees to serve the needs of students with disabilities, student development, student identity, student exploration of careers and majors, first-year students, returning adult students, mental health, instructional design, library science, and more. Advanced degrees in these professions are not typically held by instructional faculty, as they are subject matter experts in their own areas of expertise and rely on non-instructional faculty to meet student needs in these areas.
- The report appears to have gone beyond the scope the regents asked for at the February 2021 meeting, which was specifically to review and investigate the issue of tenure (history, purpose); look outside of UH (evolution of, current views and developments on tenure) and at UH itself (the current process, criteria, and decision making on tenure)
- The report states that the proposed changes might improve the tenure classification system, but it does not explicitly state how these proposed changes would do that, nor was any data provided to support these claims
- Community College faculty will be required to shift their focus to research, which inherently takes away from the essential services that both instructional and non-instructional faculty provide
- Support services to students that are provided by non-instructional faculty will be reduced, which is of particular importance at the community college level, where the student population requires more support
- Community colleges and support staff are critical to State initiatives like [55 by '25](#) that emphasize the importance of post-secondary education that often begins at the two-year institutions. The pandemic has only highlighted the disparities between college-graduate and high school graduates; thus post-secondary education that includes college and career counseling provided by our non-instructional faculty is critical to the economic and social health of our State.
- The periodic review process is proposed to be modified, and will involve administration approval, which deviates from the faculty-driven developmental process that is supported by the Hawaii Labor Relations Board
- Tenured faculty have a contract with the University, and the report does not address the legal matters that would arise, nor a plan for the legal costs associated with the proposed changes

In closing, I urge you to VOTE NO on the report from the Tenure Task Group.  
Mahalo for your consideration.



**Kathleen O. Kane, Ph.D.**

Director, OFDAS  
Faculty Specialist

[kok@hawaii.edu](mailto:kok@hawaii.edu)

Office of Faculty Development and Academic Support  
University of Hawai'i at Mānoa  
Kuykendall Hall 107  
1733 Donaghho Rd  
Honolulu, Hawai'i 96822



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## Report of the Tenure Permitted Interaction Group

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Shane Payba <payba@hawaii.edu>  
To: bor.testimony@hawaii.edu

Tue, Oct 19, 2021 at 5:03 PM

To the University of Hawai'i Board of Regents,

Aloha!

My name is Shane Payba, and I am submitting this written testimony in opposition to the report of the Tenure Task Group. The report proposes eliminating tenure for faculty who are not providing direct instruction, with the exception of librarian faculty. Therefore, I am asking the Board of Regents to please vote "No" on accepting the report of the Tenure Task Group.

As a counselor and non-instructional faculty member for over 20 years in The University of Hawaii System, I believe my profession deserves tenure. Counselors play a critical role in a student's educational career. We are one of the very first people they interact with when they connect with our campus and one of the last when they leave. While we don't see students weekly (like instructors), we maintain contact and provide valuable educational, financial, personal, and career support throughout their educational journey. Unfortunately, the Tenure Task Group report implies that counselors and other non-instructional faculty don't impact students like instructors and librarians when we are just as essential to their success.

Regarding the report from the Tenure Task Group and the potential subsequent impact, I am most concerned of the following:

- No faculty were involved in the process and discussions with the Tenure Task Group
- The "C" classification of community college faculty was not mentioned in the report, despite the UHCCs being the majority of the UH system
- Non-instructional faculty are being disregarded as subject matter experts in their professions. These professions require advanced degrees to serve the needs of students with disabilities, student development, student identity, student exploration of careers and majors, first-year students, returning adult students, mental health, instructional design, library science, and more. Advanced degrees in these professions are not typically held by instructional faculty, as they are subject matter experts in their own areas of expertise and rely on non-instructional faculty to meet student needs in these areas.
- The report appears to have gone beyond the scope the regents asked for at the February 2021 meeting, which was specifically to review and investigate the issue of tenure (history, purpose); look outside of UH (evolution of, current views and developments on tenure) and at UH itself (the current process, criteria, and decision making on tenure)
- The report states that the proposed changes might improve the tenure classification system, but it does not explicitly state how these proposed changes would do that, nor was any data provided to support these claims
- Community College faculty will be required to shift their focus to research, which inherently takes away from the essential services that both instructional and non-instructional faculty provide

- Support services to students that are provided by non-instructional faculty will be reduced, which is of particular importance at the community college level, where the student population requires more support
- Community colleges and support staff are critical to State initiatives like [55 by '25](#) that emphasize the importance of post-secondary education that often begins at the two-year institutions. The pandemic has only highlighted the disparities between college-graduate and high school graduates; thus post-secondary education that includes college and career counseling provided by our non-instructional faculty is critical to the economic and social health of our State.
- The periodic review process is proposed to be modified, and will involve administration approval, which deviates from the faculty-driven developmental process that is supported by the Hawaii Labor Relations Board
- Tenured faculty have a contract with the University, and the report does not address the legal matters that would arise, nor a plan for the legal costs associated with the proposed changes

Thank you for your time, and again I am asking that you please VOTE NO on the report from the Tenure Task Group.

Sincerely,

Shane B. Payba, Associate Professor  
University of Hawaii Maui College  
Counseling Department Director

--

"When you feel like giving up, remember why you held on for so long in the first place"

~ Unknown

Shane B. Payba, Counseling Department Director  
UH Maui College, Office: Ho'okipa Building  
(808) 984-3496 phone (808) 984-3872 fax  
[payba@hawaii.edu](mailto:payba@hawaii.edu) <http://maui.hawaii.edu/counseling-advising/>

**Important Health Information: COVID-19**  
[UH Maui College COVID-19 Updates & Resources](#)  
[Click here for Student Support page](#)

**How to Schedule an Academic Advising Appointment:** Counseling Office will not be providing in-person counseling until further notice. If you are interested in scheduling an academic counseling appointment, please choose from the following.

**STAR BALANCE** To schedule a phone or Zoom appointment please access your [STAR Balance](#). Sign in with your UH username and password.

**EMAIL** If you are interested in a phone or Zoom counseling meeting, but are having trouble scheduling an appointment via STAR Balance or need further assistance, please email [uhmc.advising@hawaii.edu](mailto:uhmc.advising@hawaii.edu) for assistance. One of our awesome peer navigators will assist you further.

**PHONE** If you decide to call the UHMC Counseling at (808) 984-3306 please leave a voicemail with your contact information (UH Username). The voicemail will generate an email that will be sent to [uhmc.advising@hawaii.edu](mailto:uhmc.advising@hawaii.edu). One of our awesome peer navigators will assist you further!

## Public Testimony Form - University of Hawaii Board of Regents

*Please provide your testimony on this form for the next University of Hawaii Board of Regents meeting. Make sure you include all the requested information so that the Board of Regents is able to clearly understand the testimony provided.*

Your Name (required) \*

Sarita Rai

Your Organization (optional)

UHM Study Abroad Center

Your e-mail address (in case we need to reach you) \*

sarita@hawaii.edu

Board of Regents Agenda Item (required) \*

BOR VII.B. Final Report and Dissolution of the Tenure Permitted Interaction Group

Your Position (required) \*

Oppose

Your Testimony/Comments

Please see attached testimony

Your Testimony (pdf or word)

[TENURE PIG TESTIMONY.pdf](#) (89.2 kB)

WRITTEN TESTIMONY TO THE BOARD OF REGENTS

OCTOBER 19, 2021

Sarita Rai, Specialist, UHM Study Abroad Center

PLEASE **VOTE NO** ON TENURE PERMITTED INTERACTION GROUP RESOLUTION

Dear Chair Moore and Members of the Board of Regents

I respectfully ask that you vote **NO** on the recommendations made by the Tenure Permitted Interaction Group Task Force.

**Tenure is not a lifetime employment.**

Every five years tenured faculty have to pass the criteria set for a five-year periodic review. Faculty members are the ones who are aware and knowledgeable of the latest and up to date requirements in their specific discipline and fields. If found deficient, the faculty will be set on a trajectory of updating their professional activities recommended by their peer faculty member. Management is the one who then implements and monitors said plan and also has the right to terminate the faculty if progress is not satisfactory.

As a Specialist Faculty - S5, this December 2021, will be my fourth, five-year periodic review. I have continued to innovate, publish, research, design programs and curriculum that benefit our undergraduate students who study abroad. I negotiate international agreements across cultures just so that students are able to study in safe, academically sound institutions of higher education abroad. My research continues to inform my student engagement practices, as I also teach undergraduates how to conduct research abroad. I focus on student success and support their education. I remain committed and dedicated to my students as I think of multiple ways to better serve and educate Hawai'i's young and upcoming leaders, guide them to be thinking individuals and global citizens of the 21st century.

**Revenue generation for the State of Hawai'i.**

Every academic year, as a Specialist, I apply for grants, and solicit endowed scholarships that benefit my students. As a self-supporting income generating Unit of the University of Hawai'i Manoa, my revenue per academic year is at least \$1+ million that support State employees - a direct source of income to the State of Hawai'i and contributes to ERS, State taxes, housing, purchase of goods and services in the state - just to name a few.

**Doing away with Different Classification of Faculty**

Teaching within the academy is not simply about teaching within the classroom. In order for students to succeed we need educators in all categories from Instructional, Researchers, Specialist, Librarians, and Extension Agents. Different classifications of faculty is a brilliant and far-reaching policy promulgated by the BOR. We are unique in this area and far ahead of our times. We do not need to be exactly the same as Mainland Universities. Within each classification we all distinctly, creatively and productively serve our students and the people of the state of Hawai'i. We have professional degrees, specialities, and are highly qualified.

Thank you for reading and please vote NO on tenure permitted interaction group resolution.

*Sarita Rai*



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## BOR Resolution 21-06 (on tenure reform)

1 message

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**Colleen Rost-Banik** <mcrb@hawaii.edu>  
To: bor.testimony@hawaii.edu

Tue, Oct 19, 2021 at 6:11 PM

Dear Board of Regents,

My name is Colleen Rost-Banik, and I am an adjunct lecturer in Sociology and Women's Studies. I have taught for seven of the 10 campuses within the University of Hawai'i system. This semester alone, I am teaching for four of the campuses across the system. I am not in a tenure-track position, yet I stand in solidarity with my colleagues who respectfully request that the Board reject the proposed changes in tenure.

I have worked in several other institutions of higher education. When I first came to Hawai'i and started a full-time job as an academic advisor at UH, West O'ahu, I thought similar to some of the Board members who critique the current tenure system. For instance, I wondered why academic counselors at all of the other campuses within the UH system were considered as faculty specialists and went through the tenure and promotion process. How could employees who don't teach and research be considered as faculty? (At the time, UHWO was the only campus where academic advisors were designated at APTs rather than faculty.)

I have since become familiar with the UH system, Hawaii's strong labor history, and the incredible amount of work that people do to keep our institutions of higher education accessible to students, many of whom are first-generation and come from low-income families. I hope the Board of Regents realizes the incredible amount of intellectual, emotional, social, and manual labor its employees provide. I now believe that rather than revise tenure to be more restrictive, UH should embrace the strong labor history of the state and EXPAND tenure. We could be a model for other institutions of higher education across the nation in offering GREATER job security instead of growing precarity, which, of course, has negative ramifications not only for employment but also for housing, health care, child care, among others.

While I realize the legislature has cut the UH budget, sending the BOR scrambling for places to downsize, it is in this moment that we should stand strong and resist the cuts. We need to advocate for MORE FUNDING for public education rather than cave to austerity measures.

Please reject the proposed tenure changes.

Colleen Rost-Banik

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Colleen Rost-Banik, Ph.D.  
Lecturer, Sociology & Women's Studies  
University of Hawai'i System



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## in opposition to the Resolution on Tenure by PIG

1 message

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**Susan Schultz** <sschultz@hawaii.edu>  
To: bor.testimony@hawaii.edu

Tue, Oct 19, 2021 at 3:29 PM

Dear Chair Moore and Members of the BOR:

I write as a recently retired Professor of English. I taught at UHM for 31 years. When I started my job in 1990, there were, as I recall, over 80 tenured and tenure track professors; by the time I left this past June, there were fewer than 30. Especially since the financial crisis of 2008, job hires have often been frozen, meaning that when professors retired, they were replaced by adjunct labor. These adjuncts, many of them with Ph.D.s from reputable institutions, teach more students, make less money, and have no job security. This in a state where the median cost for a single-family home is now over a million dollars. The high cost of living means that even a tenure-track professor cannot afford to buy a house on O`ahu, let alone an adjunct instructor. To make it onto tenure track depends on publications and conference papers; to be an adjunct means you don't have time, energy, or resources to make that happen.

Why am I writing about precarious, adjunct labor? Because a loss of tenure means a loss of job security, and a decent wage, secure health insurance, and all the rights of employment that now qualify as "perks." I propose that the problem is not that too many faculty/researchers in the UH system have tenure, but that too many do not. You'd do better to spend time figuring out how to expand job security in the system, not how to render it more fragile. And who are we kidding? Take tenure from researchers and full-time instructional faculty are next. Not only will you lose yet more faculty to opportunities elsewhere, either in academe or elsewhere, but you will also see even higher levels of mental health distress than you have now (and they're high).

What I loved about teaching in the English department was that my classes were small and I had the ability to become an editor, a publisher, and to write. All of these aspects of my job fed into the others. I won two teaching awards (LLL and Chancellor's) on the strength of the synthesis of my roles. The tenure system permitted me that freedom. You chisel away at it at your peril, and that of our immensely talented student body.

Yours truly,

Susan M. Schultz  
Professor of English (retired)  
University of Hawai`i-Mānoa  
Founding Editor, Tinfish Press

[\\_I Want to Write an Honest Sentence\\_ \(2019\)](https://www.spdbooks.org/Products/9781584981367/i-want-to-write-an-honest-sentence.aspx)

<https://www.spdbooks.org/Products/9781584981367/i-want-to-write-an-honest-sentence.aspx>

## Public Testimony Form - University of Hawaii Board of Regents

*Please provide your testimony on this form for the next University of Hawaii Board of Regents meeting. Make sure you include all the requested information so that the Board of Regents is able to clearly understand the testimony provided.*

Your Name (required) \*

Elizabeth Seaton

Your Organization (optional)

Windward Community College

Your e-mail address (in case we need to reach you) \*

emseaton@hawaii.edu

Board of Regents Agenda Item (required) \*

BOR VII.B. Final Report and Dissolution of the Tenure Permitted Interaction Group

Your Position (required) \*

Oppose

Your Testimony/Comments

Aloha University of Hawai'i Board of Regents,

My name is Elizabeth Seaton and I am submitting this written testimony in opposition to the report of the Tenure Task Group. The report proposes eliminating tenure for faculty who are not providing direct instruction, with the exception of librarian faculty. I am asking the Board of Regents to vote no on accepting the report of the Tenure Task Group.

As a librarian, I am submitting this testimony in solidarity with my fellow non-instructional faculty whose tenure options have been proposed to be eliminated. I have been employed in the UH system for a little over 2 years.

Regarding the report from the Tenure Task Group, and the potential subsequent impact, I am concerned that:

- No faculty were involved in the process and discussions with the Tenure Task Group
- Non-instructional faculty are being disregarded as subject matter experts in their professions. These professions require advanced degrees to serve the needs of students with disabilities, student development, student identity, student exploration of careers and majors, first-year students, returning adult students, mental health, instructional design, library science, and more. Advanced degrees in these professions are not typically held by instructional faculty, as they are subject matter experts in their own areas of expertise and rely on non-instructional faculty to meet student needs in these areas.
- Support services to students that are provided by non-instructional faculty will be reduced, which is of particular importance at the community college level, where the student population requires more support
- The “C” classification of community college faculty was not mentioned in the report, despite the UHCCs being the majority of the UH system
- Community colleges and support staff are critical to State initiatives like [55 by '25](#) that emphasize the importance of post-secondary education that often begins at the two-year institutions. The pandemic has only highlighted the disparities between college-graduate and high school graduates; thus post-secondary education that includes college and career counseling provided by our non-instructional faculty is critical to the economic and social health of our State.
- The periodic review process is proposed to be modified, and will involve administration approval, which deviates from the faculty-driven developmental process that is supported by the Hawaii Labor Relations Board
- The report appears to have gone beyond the scope the regents asked for at the February 2021 meeting, which was specifically to review and investigate the issue of tenure (history, purpose); look outside of UH (evolution of, current views and developments on tenure) and at UH itself (the current process, criteria, and decision making on tenure)

Thank you for your time, and again I am asking that you **VOTE NO** on the report from the Tenure Task Group.

Mahalo piha,  
Elizabeth Seaton  
Technical Services Librarian  
Windward Community College

[Your Testimony \(pdf or word\)](#)

No file attached

## Actions

Close

Export

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## Respectfully Submit Testimony: Proposed Tenure Changes from PIG working group

---

Angie Solomon <ksolomon@hawaii.edu>  
To: bor.testimony@hawaii.edu

Tue, Oct 19, 2021 at 4:01 PM

Dear Chair Moore and Board Members,

I submit testimony OPPOSING the Report of the Tenure Permitted Interaction Group.  
My testimony is attached.

Be well,  
Angie

--

**Angie Kealani Siga Solomon, SP@M Coordinator**  
at Mānoa (SP@M) Program

Student Parents

**THE Daily - "Drop-In" Virtual Office Hours**  
Monday - Friday @ 10:00 am - 11:00 am  
<http://go.hawaii.edu/B9P>

**"Drop-In" for SNAP Support - Mondays @ 9am-10am**  
<http://go.hawaii.edu/B9P>

Complete the SNAP- Aid google form: <https://tinyurl.com/y2ykyt4f> .

*\* SNAP reduces poverty and food insecurity - no one should go hungry\**

**Check out our campus pantry UHM Food Vault:**

**Appointment & Food/ Toiletry Request Form:** [https://docs.google.com/forms/d/e/1FAIpQLSdJt-XxbHUY15Ens0Gbpz9ycgujtMgfwYG\\_9Npi\\_pwOdM2uhQ/viewform](https://docs.google.com/forms/d/e/1FAIpQLSdJt-XxbHUY15Ens0Gbpz9ycgujtMgfwYG_9Npi_pwOdM2uhQ/viewform)

Hawaii FoodBank - Providing Food Assistance to All Regardless of Circumstance,  
Resident Status No One is Turned Away: <https://hawaiifoodbank.org/help/>

**"Drop-In" for What's Up Wednesdays with SPAM @ 12pm -1pm**  
<https://us02web.zoom.us/j/2527281358pwd=dDhQTHNuMENMZ1ZhUS9rbTROcld6QT09/> / **Passcode: SPAM**

*\* Find out about campus and community resources,  
meet up with student parents and connect! \**

**Check us out!**

SPAM Website: <http://manoa.hawaii.edu/studentparents/>

Instagram: [@uhmanoaspam](https://www.instagram.com/uhmanoaspam)

Like us on FB! Go to: <http://www.facebook.com/StudentParentsAtManoa>

*An inner self-confidence which gives rise to quiet strength is far more admirable than self-importance, arrogance, and egotism.*  
*Mary Kawena Pukui*



UNIVERSITY  
of HAWAII®  
MĀNOA

Student Parents at Mānoa

Tuesday, October 19, 2021

Dear Chair Moore and the UH Board of Regent members:

Thank you for your consideration.

I am a Faculty Specialist in the UHM Student Equity, Excellence and Diversity Department. I have worked in such capacity since 2008. I educate, consult, guide, and mentor student parents at the UHM with most of my workload consisting of recruitment, outreach, and retention support services. I collaborate with colleagues across the UHM campus, in various disciplines, to design and implement co-curricular activities to foster knowledge, while enhancing the social and emotional wellbeing of students. I seek partnership with community non-profit agencies to enrich the student support services on campus that address the basic needs of not only parenting students, but many of our "traditional" students. I have presented locally, nationally, and internationally. I engage with colleagues locally, and on the continent, who share my research interests in supporting parenting students, and other nontraditional students, in higher education. I am passionate about the work I do at the Univeristy and proud to be able to provide a helping hand to another first generation student, like myself, achieve academic success, economic independence, and a hopeful future.

I, respectfully write to you today, to express my concern in the recommendations being considered from the Permitted Interaction Group on Tenure. There is no justification, data, nor evidence indicating the need to eliminate tenure track categories and changing review processes, specifically the elimination of Specialist and Extension Tenure Tracks.

Representation on the Permitted Interaction Group lacked relevant stakeholders in the discussion and I strongly believe in shared governance to ensure a thriving and successful institution.

I am strongly OPPOSED to the. PIG resolution and humbly urge you to vote NO against such actions. Again, I appreciate your consideration.

Best,

A handwritten signature in black ink, appearing to read "AK Solomon".

Angelique K. Solomon NCC., M.Ed.  
Student Parents At Mānoa Coordinator  
ksolomon@hawaii.edu



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## testimony for Oct21, Group on Tenure

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**Monica Stitt-Bergh** <bergh@hawaii.edu>  
To: bor.testimony@hawaii.edu

Tue, Oct 19, 2021 at 5:04 PM

Hello,

Please accept my attached testimony for the October 21, 2021 Board Meeting, regarding the agenda item on the Permitted Interaction Group on Tenure. Attached.

Sincerely,  
Monica

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Monica Stitt-Bergh, PhD, Specialist, [Assessment and Curriculum Support Center](#), University of Hawai'i at Mānoa  
Member, Professional Development Committee, Association for the [Assessment of Learning in Higher Education](#)  
Project Lead, [Learning Improvement Community](#)  
Design Team Member, [Truth, Racial Healing and Transformation Campus Center](#)  
808-956-6669 office landline  
she/her



**Testimony-BOR-Oct21mtg-from-Stitt-Bergh.docx**  
18K

October 19, 2021

Dear members of the Board of Regents,

I am submitting written testimony in **opposition to the report of the Permitted Interaction Group on Tenure**. I am asking the Board of Regents to dissolve the Group on Tenure and not forward its recommendations or call to action to any other group or entity.

I am a Specialist (full, tenured) and an educational psychologist. I have been in my current faculty position since 2008. Before that, I did not have a PhD and I worked in a different unit at UH Mānoa as an APT (full time) from 1993-2008.

My main points: Specialist and Extension Agent faculty members do the type of work that requires tenure. And they do it with the goal of benefiting students, the university, the community, and beyond. Specialist and Extension Agent faculty are qualified to teach, and I believe all tenured/tenure-track faculty should have instructional duties.

In this testimony, I focus on one part of the group's report: the group recommends creating a category of faculty classified as "Support Faculty" to replace the Specialist and Extension Agent faculty categories. The word "support" implies that current Specialist and Extension Agent faculty and people who would be in this proposed category are primarily supporters. **I disagree that current Specialist faculty and Extension Agent faculty have "support" as their primary duty. I strongly believe the proposed category of "Support Faculty" would reduce the quality of work that occurs today.** Currently, Specialist faculty at UH Mānoa are motivated and required to do the following:

- create and disseminate knowledge that is relevant and meaningful,
- lead at local and national (and international) levels, and
- use their subject area expertise to partner with others (on and off campus) in the areas of teaching, research, and service.

Tenure – before and after the tenure decision – motivates, propels, and allows me to be innovative, productive, knowledge-generating, and a contributing member at the local and national levels. Tenure does not guarantee life-long employment (per the existing UH policies). Tenure allows me, as it allows other faculty, to pursue research (or creative work) that follows the rigorous standards set by the academic community and to share that work with the community, including students, without corporate, political, or other external pressure. This is academic freedom, which involves rights and responsibilities. Academic freedom does not mean individual faculty may do whatever they want. Instead, academic freedom means that faculty have the responsibility to follow disciplinary rules for high quality work and follow the standards of the profession for teaching.

History has shown us, repeatedly, the need for tenure, academic freedom, and the accompanying responsibilities—from Galileo, who spent his life under house arrest because his scientific findings did not align with those who ran the universities to modern-day examples of colleges requiring faculty to sign oaths that they were not members of out-of-favor organizations and corporations and politicians wanting to exert influence on scholarly work.

For all faculty to be able to directly share their knowledge, research/creative work, and efforts with students, I believe all tenured/tenure-track faculty should be assigned instructional duties.

Thank you for reading. Sincerely,  
Monica Stitt-Bergh  
University of Hawai'i at Mānoa



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## Submission of Testimony to the October 21 BOR Meeting

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**Lori Ideta** <ideta@hawaii.edu>

Tue, Oct 19, 2021 at 5:35 PM

To: bor.testimony@hawaii.edu

Cc: Christine Quemuel <quemuel@hawaii.edu>, Katrina-Ann Kapa Oliveira <kapa.oliveira@hawaii.edu>

Aloha Regents: We are writing to submit testimony on the Tenure Permitted Interaction Group.  
Thank you for your consideration.

Sincerely,

Lori M. Ideta, Ed.D.  
Vice Provost for Student Success

Christine Quemuel, Ph.D.  
Interim Assistant Vice Provost for Student Diversity and Inclusion

Katrina-Ann Kapā Oliveira, Ph.D.  
Interim Assistant Vice Provost for Student Academic Success

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 **BOR Testimony.pdf**  
239K



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MĀNOA

October 19, 2021

Board of Regents  
University of Hawai'i

Dear Chair Randolph Moore and Esteemed Regents:

We are writing regarding the Permitted Interaction Group (PIG) on Tenure report. We are concerned that the proposed recommendations will undermine the outstanding and tireless work that our specialist faculty members perform for the benefit of our University of Hawai'i students.

The Division of Student Success is dedicated to the overall wellbeing of our students as well as their academic success. Our experienced and committed specialist faculty work collaboratively to perform a variety of duties and responsibilities that contribute to the overall student experience including, but not limited to: teaching student development courses; delivering scholarly presentations (locally, nationally, and internationally); publishing peer-refereed works; securing extramural funding; academic advising; student programming; and serving on numerous committees at the University and in the community-at-large.

Tenure is hard-earned and well-deserved at the University of Hawai'i. Our specialist faculty engage in a rigorous review process leading up to tenure, and at each stage of review, faculty members are evaluated by their peers in their fields of expertise. Tenure is an incentive that attracts the best and brightest faculty members. The PIG report's recommendations regarding tenure and faculty reclassifications would irreparably tarnish our reputation at a Research I Institution and severely limit our ability to recruit stellar specialist faculty.

We are all tenured faculty members. Two of us earned our tenure as specialist faculty and one of us earned tenure as an instructional faculty member. We were pleased to rise to the challenges of submitting contract renewals and dossiers to be reviewed and evaluated by peers. The processes were stringent, as they should be, and it was our privilege to rise to the expectations set before us.

We stand with Provost Michael Bruno and his sentiments expressed in his October 06, 2021 letter to the campus in support of our faculty.

Chair Moore and Regents  
October 19, 2021  
Page 02

We respectfully and strongly urge you to reject the findings and recommendations in the recent  
PIG on Tenure report.

Sincerely,



Lori M. Ideta, Ed.D.  
Vice Provost for Student Success



Christine Quemuel, Ph.D.  
Interim Assistant Vice Provost for Student Diversity and Inclusion



Katrina-Ann Kapā Oliveira, Ph.D.  
Interim Assistant Vice Provost for Student Academic Success



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## Plans to revise Tenure at Leeward College

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**Ralph Vaughn** <rvaughn@hawaii.edu>  
To: bor.testimony@hawaii.edu

Tue, Oct 19, 2021 at 4:03 PM

BOR Members: I would like to state my disappointment with the current plans to revise tenure at Leeward College. In this age of extreme political polarity and wildly fluctuating economic activity you will introduce more uncertainty into the lives of teachers which will likely serve the interests of the status quo supporters and discourage those who speak "truth to power". Already, 2year colleges are the laughing stock of critics and late night media hosts who see the mission of community colleges as "glorified high schools" trying to fill in the educational skills gap left by the failing K-12 system. It is true that some tenured faculty just see job and income security as the main attraction of tenure but many others see it as a necessary check on administrative overreach and squelching of unpopular opinions. I don't see how this is healthy for the college community in Hawaii. It is another attempt to downgrade the profession of teaching and turn it into an employer/employee standoff situation. The more time spent on evaluating and endlessly evaluating professional workers is less time spent upgrading educational delivery systems and finding creative ways to reach the underserved members of our island home. Please reconsider this wrongheaded approach to the well being of the educational process in Hawaii. College education should be a quality experience in Hawaii and good quality teachers deserve job securing incomes to help make that a reality. Mahalo for considering the content of this email. Professor Ralph E. Vaughn, American Studies & Economics



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## Please vote NO on accepting the report of the Tenure Task Group

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Jenny Webster <jennyrw@hawaii.edu>  
To: bor.testimony@hawaii.edu

Tue, Oct 19, 2021 at 5:36 PM

To the University of Hawai'i Board of Regents,

My name is Jenny Webster and I am an English Instructor at Windward Community College. I have been employed in the UH system for approximately 10 years.

I am submitting this written testimony in opposition to the report of the Tenure Task Group. The report proposes eliminating tenure for faculty who are not providing direct instruction, with the exception of librarian faculty, and eliminating the current C classification for community college faculty and placing them in a category that requires research and scholarship, which would pull the instructional faculty out of the classroom. I am asking the Board of Regents to vote no on accepting the report of the Tenure Task Group.

As an instructional faculty member, I have the following concerns:

- I believe that the roles and responsibilities of non-instructional faculty members are critical to the success of students
- The roles and responsibilities of non-instructional faculty absorb various aspects of supporting students which ultimately supports my ability to focus on teaching
- The proposal to eliminate tenure for non-instructional faculty would inherently decrease the number of positions, leading to a reduction in the quality of support services to students
- Support services to students that are provided by non-instructional faculty will be reduced, which is of particular importance at the community college level, where the student population requires more support for academic success
- Community colleges and support staff are critical to State initiatives like [55 by '25](#) that emphasize the importance of post-secondary education that often begins at the two-year institutions. The pandemic has only highlighted the disparities between college-graduate and high school graduates; thus post-secondary education that includes college and career counseling provided by our non-instructional faculty is critical to the economic and social health of our State.
- Non-instructional faculty are being disregarded as subject matter experts in their professions. These professions require advanced degrees to serve the needs of students with disabilities, student development, student identity, student exploration of careers and majors, first-year students, returning adult students, mental health, instructional design, library science, and more. Advanced degrees in these professions are not typically held by instructional faculty, as they are subject matter experts in their own areas of expertise and rely on non-instructional faculty to meet student needs in these areas.

Regarding the report from the Tenure Task Group, I am most concerned that:

- No community college or four year institution faculty were involved in the process and discussions with the Tenure Task Group
- The report appears to have gone beyond the scope the regents asked for at the February 2021 meeting, which was specifically to review and investigate the issue of tenure (history, purpose); look outside of UH (evolution of, current views and developments on tenure) and at UH itself (the current process, criteria, and decision making on tenure).

- The report states that the proposed changes might improve the tenure classification system, but it does not explicitly state how these proposed changes would do that, nor was any data provided to substantiate these claims
- Community College faculty will be required to shift their focus to research, which inherently takes away from the essential services that both instructional and non-instructional faculty provide, and would require a substantial additional cost to the college as the instructional faculty would need course release time to handle this new set of requirements
- The services non-instructional faculty provide have been deemed as non-essential and not worthy of being a constant service at our colleges

Thank you for your time, and again I am asking that you VOTE NO on the report from the Tenure Task Group.

Sincerely,

**Jenny Webster**

Assistant Professor of English, Windward Community College

office: 808-236-9235 | [jennyrw@hawaii.edu](mailto:jennyrw@hawaii.edu)

## Public Testimony Form - University of Hawaii Board of Regents

*Please provide your testimony on this form for the next University of Hawaii Board of Regents meeting. Make sure you include all the requested information so that the Board of Regents is able to clearly understand the testimony provided.*

Your Name (required) \*

Drake Zintgraff

Your Organization (optional)

Your e-mail address (in case we need to reach you) \*

drakez@hawaii.edu

Board of Regents Agenda Item (required) \*

BOR VII.B. Final Report and Dissolution of the Tenure Permitted Interaction Group

Your Position (required) \*

Comments Only

Your Testimony/Comments

Your Testimony (pdf or word)

[BOR-PIG-Tesimony-dz-2021-10-19.pdf](#) (212.3 kB)



TO: Chairman Randolph Moore  
University of Hawai'i Board of Regents  
FROM: Drake Zintgraff, Academic Counselor  
Honolulu Community College  
RE: Permitted Interaction Group Report on Tenure

Dear Chair Moore and UH Board of Regents members,

I submit this statement in opposition to the Board of Regents Permitted Interaction Group Draft Resolution 21-06. I urge the BOR to vote against adopting this resolution for the following reasons:

- Lack of faculty input into the information-seeking work of the task force.
- Removal of tenure from sections of the non-instructional faculty classification
- Removal of the Community College (C) faculty from the faculty classification system
- Negative impact of changes due to impacting accreditation standards and ability to continue to recruit highly qualified faculty

My call for voting against accepting the recommendations from the Permitted Interaction Group Report on Tenure is informed by my background of having worked in the University of Hawai'i System for around 10 years now and Master's Degree in Educational Administration - Higher Education. My experiences with academic counselors while in college vastly helped in me being able to graduate. Because of this, I pursued a degree and career in education as an academic counselor to give back to future students. This is in large part why I want to strongly advocate here for the continued support of tenure for faculty in positions like this that are often described as non-instructional.

The designation of non-instructional faculty is somewhat misleading, and I hope to provide some additional context to demonstrate how these positions are vital to students' learning and success. In my current position as an Academic Counselor, I work daily in teaching students as part of the process in helping to assist in their academic journey. I have also taught courses in my position, as do many of my non-instructional faculty colleagues.

My role [as defined by NACADA](#), the leading professional organization of my discipline, is defined as: *"based in the teaching and learning mission of higher education" and "is a series of intentional interactions with a curriculum, a pedagogy, and a set of student learning outcomes. Academic advising synthesizes and contextualizes students' educational experiences within the frameworks of their aspirations, abilities and lives to extend learning beyond campus boundaries and timeframes"* I share this to emphasize that although my role is listed as non-instructional, teaching is very much a part of my job and is something I do everyday in my role.

I urge the BOR to consider this when reviewing faculty classifications and trying to remove tenure from a role that plays a vital role in promoting student success at our institutions.



Another area of the Permitted Interaction Group on Tenure Report I also want to share my concerns about is removing the Community College (C) faculty from the faculty classification system. Although I understand the appeal of consolidating designations, in this case simplifying these designations into fewer categories is quite concerning. As [stated in the Mission Statement of the University of Hawai'i](#), part of the purpose is:

- *Provide all qualified people in Hawai'i with equal opportunity for high quality college and university education and training.*
- *Provide a variety of entry points into a comprehensive set of postsecondary educational offerings, allowing flexibility for students to move within the system to meet individual educational and professional goals.*
- *Advance missions that promote distinctive pathways to excellence, differentially emphasizing instruction, research, and service while fostering a cohesive response to state needs and participation in the global community.*

To meet these diverse goals and our diverse set of students, we must do so in a diverse way that requires a diverse range of faculty classifications to meet all these unique needs.

In conclusion, I urge the Regents to vote against Resolution 21-06 and its associated policy revisions. If this report is forwarded to the new Task Force that has been formed in response to Senate Concurrent Resolution 201, I strongly encourage the inclusion of a diverse background of faculty to help in its information-seeking work, not just in formal consultation.

Mahalo for your time and hard work as Regents,

Drake Zintgraff  
Academic Counselor  
Honolulu Community College Faculty Member

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## Opposition to "PIG on Tenure" Resolution

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**C.M. Kaliko Baker** <kaliko.baker@hawaii.edu>

Tue, Oct 19, 2021 at 10:49 PM

To: bor.testimony@hawaii.edu

Cc: "Robert Lopes, Jr" <rlopes@hawaii.edu>, Kahealani Lono <lono@hawaii.edu>, Makahiapo Cashman <ecashman@hawaii.edu>, Willy Kauai <kauai@hawaii.edu>, Haalilio Williams-Solomon <noahws@hawaii.edu>, Jennifer Basham <jbasham@hawaii.edu>, "Scott (Kekuewa) Kikiloi" <kikiloi@hawaii.edu>, Noelani Puniwai <npuniwai@hawaii.edu>, Wendell Perry <wperry@hawaii.edu>, Christopher Baker <kaliko.baker@hawaii.edu>

Aloha pumehana kāua:

On behalf of the 'Aha Kuhina – Faculty Advisory Board to the Dean of Hawai‘inuiākea – we are formally submitting testimony in opposition to the "PIG on Tenure" resolution. Please find our testimony attached.

Me ke aloha nō,  
'Aha Kuhina.

C. M. Kaliko Baker, PhD  
Hope Polopeka 'Ōlelo Hawai'i  
Kawaihuelani Kikowaena 'Ōlelo Hawai'i  
Hawai‘inuiākea Kula 'Ike Hawai'i  
University of Hawai'i at Mānoa  
[kaliko.baker@hawaii.edu](mailto:kaliko.baker@hawaii.edu)

*'Ike 'ia ke kanaka ma kāna 'ōlelo. No lāila, e 'ike 'ia kākou he lābui kū'oko'a ma o ka 'ōlelo maoli o ka 'āina, ka 'ōlelo Hawai'i.*

'An individual is known by his/her language. Therefore, let us be identified as a distinct people by the aboriginal language of the land, 'ōlelo Hawai'i.'

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 **'Aha Kuhina Testimony in Opposition to "PIG" Resolution.Oct2021.pdf**  
183K



UNIVERSITY  
of HAWAII®  
MĀNOA

Hawai'inuiākea School of Hawaiian Knowledge  
'Aha Kuhina – Faculty Advisory Board to the Dean

October 19, 2021

To: Chairman Randolph Moore  
Board of Regents  
University of Hawai'i

From: 'Aha Kuhina  
Faculty Advisory Borad to the Dean of Hawai'inuiākea School of Hawaiian Knowledge.

Subject: Opposition to “PIG on Tenure” Resolution

On behalf of the 'Aha Kuhina of Hawai'inuiākea School of Hawaiian Knowledge, a faculty advisory board to the dean, we are writing to express our opposition and to urge you to vote against the “PIG on Tenure” resolution before the Board of Regents. Please find below our specific comments in opposition. There are hyperlinks to further readings that contextualize our points of opposition.

Hawaiinuiākea faculty, which include Specialist, Librarians, Instructional, and Research faculty are an integral part of UHM. Our academic departments, Kamakakūokalani Center for Hawaiian Studies and Kawaihuelani Center for Hawaiian Language, along with our two co-curriculum units, Ka Papa Lo'i o Kānewai and Native Hawaiian Student Services, offer our majors and students across the campus an educational experience like nowhere else. The organizational structure of Hawai'inuiākea and each of the faculty lines that constitute this body serve as a template for other colleges that seek to connect the academy to the communities that we are expected to serve. Without the expertise that each of these faculty lines bring to their work at Hawai'inuiākea, our kuleana as a college could not be fulfilled. Furthermore, Hawai'inuiākea will play a major role in the new general education requirements not only at Mānoa, but on all campuses. It is our tenured and tenure track faculty that provide Hawai'inuiākea the security to be the innovative scholars that we are.

The recent action of the PIG is not the first time that the value and kuleana of our faculty have been questioned and the recent conservative critiques of higher education affirms that this will certainly not be the last. The undemocratic process of the PIG and its subsequent recommendations that seek to undermine the very fabric of a research-intensive institute – tenure is not limited to only the University of Hawai'i. Rather, the actions of the PIG reflect other attacks across the American higher education landscapes Iowa, Georgia. These attacks, often launched by conservative lawmakers and university administrations, take considerable aim at people of color and other underrepresented groups in higher education. Furthermore, these attacks also take considerable aim at academic disciplines that expose inequity, injustice, and call for cultural revitalization while critiquing the structures that support the status quo (Critical Race Theory).

There are striking patterns in who is promoted and tenured in U.S. universities. In particular, women and scholars of color are less likely to be tenured and promoted, including to full professor. Service and emotional labor burdens are also unequally distributed, with marginalized scholars taking up a disproportionate share. Other observers have argued more extensively that the tenure and promotion process exacerbates existing inequalities in education (see - Higher ED). Academic departments that subscribe to indigenous research inquiries and methods have experienced increased institutional discrimination in recent years (Indigenous Tenure).

Research universities were not created to merely supply a workforce, but also to invigorate society with new ideas and potential futures while working to address historical inequalities that persist. Tenure provides incentive for faculty to stay in academics, keeping great thinkers in the business of thinking and teaching the future thinkers how to think.

In summary, we agree with UHPA, “It’s time to take a stand.” Our stance is in opposition to the recommendations made in the “PIG on Tenure” resolution.

Me ka 'oia'i'o, me ka ha'aha'a, me ke aloha,  
'Aha Kuhina  
Hawai'inuiākea School of Hawaiian Knowledge



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## Report of the Tenure Permitted Interaction Group

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**Kaahu Alo** <kaahualo@gmail.com>  
To: bor.testimony@hawaii.edu

Tue, Oct 19, 2021 at 10:30 PM

To the University of Hawai'i Board of Regents,

My name is Kaahu Alo and I too am submitting this written testimony in opposition to the report of the Tenure Task Group. The report proposes eliminating tenure for faculty who are not providing direct instruction, with the exception of librarian faculty. I am asking the Board of Regents to vote no on accepting the report of the Tenure Task Group.

As a non-instructional faculty member, I am the Student Life Coordinator and a Counselor and I believe that my profession is deserving of tenure. In my role, I am submitting this testimony in solidarity with my fellow non-instructional faculty whose tenure options have been proposed to be eliminated. I have been employed in the UH system for nearly 9 years.

As a Student Life Coordinator and Counselor, I feel it is very important to maintain a structure and support system that provide out students and community with longevity and sustained support.

Regarding the report from the Tenure Task Group, and the potential subsequent impact, I am most concerned that:

- Faculty were not involved in the process and discussions with the Tenure Task Group
  - The "C" classification of community college faculty was not mentioned in the report, despite the UHCCs being the majority of the UH system
- Community College faculty will be required to shift their focus to research, which inherently takes away from the essential services that both instructional and non-instructional faculty provide. This will likely effect the student success and the institutions ability to provide exceptional service and support
  - Tenured faculty in all areas will bring continuity and a foundation in their respective areas. Students and campuses will not receive the same support and dedication that tenure provides, the UH System may become a revolving door for those seeking stability
  - Support services to students that are provided by non-instructional faculty will be reduced, which is of particular importance at the community college level, where the student population requires more support.
- Community colleges and support staff are critical to State initiatives like [55 by '25](#) that emphasize the importance of post-secondary education that often begins at the two-year institutions. The pandemic has only highlighted the disparities between college-graduate and high school graduates; thus post-secondary education that includes college and career counseling provided by our non-instructional faculty is critical to the economic and social health of our State.
  - Support faculty continues to play a vital role in increasing student enrollment and success at WCC. Several initiatives from support faculty that focus on onboarding/recruiting and retaining students allow for growth.
  - Careers and majors, first-year students, returning adult students, mental health, instructional design, library science, and more. Advanced degrees in these professions are not typically held by instructional faculty, as they are subject matter experts in their own areas of expertise and rely on non-instructional faculty to meet student needs in these areas.

- Non-instructional faculty are being disregarded as subject matter experts in their professions. These professions require advanced degrees to serve the needs of students with disabilities, student development, student identity, student exploration of
- Tenured faculty have a contract with the University, and the report does not address the legal matters that would arise, nor a plan for the legal costs associated with the proposed changes

Thank you for your time, and again I am asking that you VOTE NO on the report from the Tenure Task Group.

Sincerely,

Kaahu Alo  
Student Life Coordinator/Counselor  
Windward Community College



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## Written testimony **OPPOSING** the final report and recommendation from UH BOR Tenure PIG

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Zhiqiang Cheng <cheng241@hawaii.edu>  
To: bor.testimony@hawaii.edu

Tue, Oct 19, 2021 at 9:58 PM

Aloha University of Hawaii Board of Regents,

I appreciate this opportunity to provide my written testimony **OPPOSING** the final report and recommendation from UH BOR Tenure PIG. Please see attached.

Thank you for your time and consideration.

Respectfully submitted,

Zhiqiang Cheng, Ph.D.  
Associate Specialist (Turfgrass and Landscape Pest Management)  
PI, UH IR-4 Program (Specialty Crops Pest Management Program)  
Dept. of Plant and Environmental Protection Sciences, CTAHR  
University of Hawaii at Manoa  
3050 Maile Way, Gilmore 609  
Honolulu, HI 96822

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 **Cheng Testimony.pdf**  
230K

10/19/2021

Aloha University of Hawaii Board of Regents,

I appreciate this opportunity to provide my written testimony **OPPOSING** the final report and recommendation from UH BOR Tenure PIG, especially their recommendation to remove tenure status from Specialist faculty and place Specialist faculty into the proposed tenure-ineligible "Support Faculty" category. Before I start, **I would like to first thank UH BOR and the Tenure PIG for their voluntary service to UH System.**

As demonstrated by the **400+ pages of testimonies (ALL OPPOSING)** posted on BOR website (as of 10/19/2021 evening), there are significant flaws in the Tenure PIG procedure and recommendations (no faculty involvement/input at all, lack of understanding of essential functions of various UH faculty categories, etc.), which I will not repeat here. Instead, I would like to use this opportunity to provide details on Specialist positions in the College of Tropical Agriculture & Human Resources (CTAHR). I will provide several key facts below.

**1) Specialists in CTAHR are Extension Specialists. In CTAHR, a land-grant college, Extension Specialists are equivalent to Instruction (I) and Researcher (R) faculty.** This is true across the nation, because Extension Specialists at land-grant Institutions on the mainland are tenured/tenure-track faculty positions. **CTAHR Specialists are NOT merely the "Support Faculty" that the Tenure PIG proposed.** Let me provide the following facts. In CTAHR, there are one Dean, and 3 Associate Deans (one each for Instruction, Research, and Extension). Currently, two Interim Associate Deans (for Instruction, and Extension) are Specialists. There are 6 academic Departments and one academic Center in CTAHR. Currently one Department Chair and the Interim Center Director are Specialists. Further, MANY former Associate Deans and/or Department Chairs in CTAHR were Specialists. I believe you will agree that if these Specialists were merely the so-called "support faculty", they would not have been appointed to these key leadership positions in CTAHR.

**2) Most current CTAHR Specialists teach formal courses and conduct research,** in addition to extension duties. In fact, most current CTAHR Specialists have official split appointments with official Research (R) and/or Instruction (I) FTE, which is officially reflected in the Contract Renewal, Tenure and Promotion dossiers. Now let's look at the "Tenured and Tenure Track Faculty" definition in the Tenure PIG report, quoted here:

"Tenured and Tenure Track Faculty: Tenured and Tenure Track Faculty shall be engaged in direct instruction consisting of active engagement with students in the classroom or applied venues, and/or oversight and supervision of internships, clinical work, applied learning, theses, and dissertations."

"In addition to direct instruction: (1) F faculty shall engage in research and scholarship that advances innovation, creates new knowledge and knowledge practices, and benefits students as well as the broader community. (2) F faculty shall also engage in service inside the university and in the community."

**Doesn't this suggest, by the Tenure PIG's definition of tenured/tenure-track faculty, that CTAHR Specialists should be classified as the Tenured and Tenure Track "F" faculty proposed in their report?** I will use myself as the example in Item 3) below.

3) I am currently a tenured Associate Specialist (S4) in CTAHR. I started as a tenure-track Assistant Specialist (S3) in 2013 and was tenured and promoted to S4 in 2018. I have a 3-way split appointment with 60% Extension (hence a Specialist position), 25% Instruction, and 15% Research. My split appointment is officially reflected in my Contract Renewal, Tenure and Promotion dossiers. Below I quote some relevant parts of my position description:

“Tenure Track: Tenure.

Duties and Responsibilities:

1. Collaborate with researchers, specialists, extension agents and the turf and landscape industries to plan, coordinate, and deliver an integrated, statewide extension outreach and instruction program that services the turfgrass and landscape industries.
2. Conduct an applied research and outreach program on pest management for turfgrass and landscape that is supported with extramural funding.
3. Contribute to the departmental graduate and undergraduate programs by teaching courses such as, but not limited to, turfgrass and landscape pest management, graduate seminars, and other courses that complement the department’s curriculum.
4. Develop and coordinate a distance-delivered turfgrass and landscape management program.
5. Provide service to the college, university and community.

Minimum Qualifications:

1. Doctorate in entomology, plant pathology, weed science, or related biological science.”

**As clearly shown above, my 3-way split appointment with duties and responsibilities in Extension, Instruction, and Research perfectly aligns with the Tenure PIG’s definition of tenured/tenure-track “F” faculty.** In reality, in my slightly over 8 years of Specialist employment at UH Manoa, in addition to offering numerous extension seminars/workshops/webinars, working with stakeholders, and providing services to my Department, CTAHR, UH, local community, and my profession, I have been contributing significantly to instruction and research to fulfill my I and R FTE duties. For examples, **I taught and/or have been teaching** PEPS 418 (Turfgrass Pest Management), PEPS 405 (Plant Pathogens and Diseases), PEPS 421 (Foundations of Pest Management, co-taught with 3 other colleagues), PEPS 691 (Current Topics in Nematology), and PEPS 615L (Diagnosis and Management of Tropical Plant Diseases Laboratory); **I have mentored and graduated 6 MS students, and am currently mentoring one PhD student and 2 MS students, all as their major professor for their thesis/dissertation**; I also served on thesis/dissertation committees of many CTAHR PhD and MS students; From January 2017 to present (a little less than 5 years), I brought in **\$1,102,137 extramural grants/contracts as Principal Investigator (PI)** for my research and extension projects (including research on high-profile pests in Hawaii such as **Coconut Rhinoceros Beetle**, and recently, **Coffee Leaf Rust**), and **\$11,056,982 extramural grants/contracts as Co-PI**; I received the 2019 **Award of Arboricultural Research** from Western Chapter of the International Society of Arboriculture.

In summary, I believe I provided enough details to make it crystal clear that **CTAHR Specialists are equivalent to Instruction (I) and Researcher (R) faculty in CTAHR, and we are NOT merely the “Support Faculty” that the Tenure PIG proposed, and we, CTAHR Specialists,**

**should maintain our tenure and tenure-track status to ensure our academic freedom.** I sincerely ask BOR to please **DISAPPROVE** the Tenure PIG's final report and recommendation, because those, if approved, will significantly negatively affect CTAHR Specialists, CTAHR, UH Manoa, and UH System. Thank you for your time and consideration.

Respectfully submitted,

A handwritten signature in black ink, appearing to read 'Zhiqiang Cheng', written in a cursive style.

Zhiqiang Cheng, Ph.D.  
Associate Specialist (Turfgrass and Landscape Pest Management)  
PI, UH IR-4 Program (Specialty Crops Pest Management Program)  
Dept. of Plant and Environmental Protection Sciences, CTAHR  
University of Hawaii at Manoa  
3050 Maile Way, Gilmore 609  
Honolulu, HI 96822



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## October 21 BOR Meeting: Agenda Item VIIB. Final Report and Dissolution of the Tenure Permitted Interaction Group

1 message

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Vanessa Chong <vchong@hawaii.edu>  
To: bor.testimony@hawaii.edu

Tue, Oct 19, 2021 at 11:54 PM

Re: Agenda Item VIIB. Final Report and Dissolution of the Tenure Permitted Interaction group

Dear Board of Regents,

Please vote **no** on the Tenure Permitted Interaction Group Resolution.

I am a Specialist faculty member at the University of Hawai'i at Mānoa Study Abroad Center and the College of Social Sciences ACCESS Advising Center. I am concerned about the recommendation to eliminate certain classifications of faculty that do not fall under the Instructional category. As a Study Abroad Advisor, I recruit, advise and mentor students to participate in study abroad programs. My work offers opportunities for students to broaden their global perspective, develop cross-cultural understanding via cultural immersion and fulfill UHM graduation requirements through academic coursework taken abroad. In addition, I conduct pre-departure training sessions to ensure that students are prepared for the study abroad experience. In other words, I teach. I teach students on all matters related to study abroad: international versus domestic travel, educational systems abroad, health & safety, world currencies, homestay accommodation versus life in a flat, what to wear, what the food will be like, cross-cultural communication, culture shock, French and Spanish lessons ... the list goes on and on. Furthermore, my job does not end when the students board the aircraft. I continue to monitor and shepherd the students while they are abroad and assist with re-entry when they return home. I teach students how to navigate through the many moving parts of the study abroad cycle.

Please vote **no** on the Tenure Permitted Interaction Group Resolution.

Thank you.

Sincerely,  
Vanessa Chong



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## Report of the Tenure Permitted Interaction Group: Testimony in Opposition

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**Carolyn Dennison** <cdenniso@hawaii.edu>  
To: bor.testimony@hawaii.edu

Tue, Oct 19, 2021 at 9:32 PM

To the University of Hawai'i Board of Regents,

Thank you for this opportunity to present testimony opposing the recent Permitted Interaction Group's recommendations to make changes to tenure.

My name is Carolyn Dennison, MA, MLIS, AHIP. I am a librarian at the University of Hawai'i at Mānoa Library. I have been there since 2011.

I am opposed to the current suggestions related to tenure for the following three reasons.

1. Tenure does not ensure a "forever" job. The University of Hawai'i already has a process within the collective bargaining agreement to remove those who do not continue to be productive faculty members.
2. Income from Research (R) faculty makes the University of Hawai'i at Mānoa a major player among R1 universities. Over \$485 million in extramural funds was awarded to UH in FY21 alone. Much of those funds fed into the State's economy through salaries and through the University.
3. Research (R), Extension (E), and Specialist (S) faculty are crucial to maintaining the University of Hawai'i at Mānoa's R1 status. Mānoa is the only R1 institution in Hawai'i and one of the few land-, sea-, and space-grant universities in the country.

These recommendations negatively affect the autonomy, morale, and value of all faculty, especially in a time when faculty have all been stretched to their limits dealing with the pandemic and its widespread effects on how we teach, ensure student success, conduct research, and support the state's various economic sectors (e.g., agriculture producers).

Thank you again for this opportunity to voice my opposition.

Sincerely,  
Carolyn Ching Dennison, MA, MLIS, AHIP  
Science and Technology Librarian  
University of Hawai'i at Mānoa Library  
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## Report of the Tenure Permitted Interaction Group

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**Oceana Francis** <oceanaf@hawaii.edu>  
To: bor.testimony@hawaii.edu  
Cc: Oceana Francis <oceanaf@hawaii.edu>

Tue, Oct 19, 2021 at 11:23 PM

To the University of Hawai'i Board of Regents,

My name is Oceana Puananilei Francis and I am a Native Hawaiian female Associate Professor in the Department of Civil and Environmental Engineering at the University of Hawaii at Manoa. I also have a joint appointment in the Sea Grant College Program. I have been employed in the UH system for nine years.

I am submitting this written testimony in opposition to the report of the Tenure Task Group. I am overwhelmingly opposed to the report findings. I am asking the Board of Regents to vote no on accepting the report of the Tenure Task Group.

As an instructional faculty member, I have the following concerns:

- First and foremost, instructional faculty additionally serve in a non-instructional role by providing research and service to industry, communities and society. When you hurt non-instructional faculty, you also hurt instructional faculty.
- Instructional faculty depend on research and service to get tenure on promotion. Instruction alone is not enough.
- This action severely hurts the University of Hawaii system as a 'Native Hawaiian place of learning'. Native Hawaiian (NH) research and place-based knowledge is growing in all departments/colleges across the UH system. Without research, our University of Hawaii system would cease to exist as a 'Native Hawaiian place of learning'.
- I believe that the roles and responsibilities of non-instructional faculty members are critical to the success of students and the UH system.
- Non-instructional faculty bring in some of the largest external funding in the UH system since their time is dedicated to this endeavor. You eliminate non-instructional faculty, you eliminate one of the largest external funding sources into the UH system and the State of Hawaii.
- Non-instructional faculty provide scholarly excellence across the nation.
- This action hurts all junior faculty who are coming up for tenure and promotion.
- This action hurts recruiting the best and brightest to the UH system.

Regarding the report from the Tenure Task Group, I am most concerned that:

- There was a non-transparent methodology of the Tenure Task Force which did not include faculty input on something that really demands transparency from start to finish.
- No community college or four year institution faculty were involved in the process and discussions with the Tenure Task Group.
- The report appears to have gone beyond the scope the regents asked for at the February 2021 meeting, which was specifically to review and investigate the issue of tenure (history, purpose); look outside of UH (evolution of, current views and developments on tenure) and at UH itself (the current process, criteria, and decision making on tenure).
- The report states that the proposed changes might improve the tenure classification system, but it does not explicitly state how these proposed changes would do that, nor was any data provided to

substantiate these claims.

- The services non-instructional faculty provide have been deemed as non-essential and not worthy of being a constant service at our colleges.
- The periodic review process is proposed to be modified, and will involve administration approval, which deviates from the faculty-driven developmental process that is supported by the Hawaii Labor Relations Board.
- The Tenure Task Group report is eliminating excellence in all fields with non-instructional and instructional faculty, and the University of Hawaii system as a 'Native Hawaiian place of learning'.

Thank you for your time. I am asking that you VOTE NO on the report from the Tenure Task Group.

--

**Oceana Puananilei Francis, PhD, PE**

*Associate Professor*

Civil & Environmental Engineering

Joint Appointment, Sea Grant College Program

University of Hawai'i at Mānoa

*Research website, [Coastal Hydraulics Engineering Resilience \(CHER\) Lab](#)*

*Editor, [Journal of Atmospheric and Oceanic Technology](#)*

*Faculty Advisor, [American Society of Civil Engineers UH Manoa Student Chapter](#)*

*Program Coordinator and Undergraduate Advisor, [Fast-Track Combined BS & MS \(BAM\) Program](#)*

*President and Founder, [Society of Native Hawaiian Engineers](#)*

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[oceanaf@hawaii.edu](mailto:oceanaf@hawaii.edu)





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## Written testimony strongly against Resolution on tenure

1 message

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**Hishinuma, Earl** <HishinumaE@dop.hawaii.edu>  
To: "bor.testimony@hawaii.edu" <bor.testimony@hawaii.edu>

Tue, Oct 19, 2021 at 11:35 PM

Dear Board of Regents of the University of Hawai'i,

I provide this testimony STRONGLY AGAINST the Resolution, "Supporting the Findings and Recommendations of the Tenure Task Group and Requesting the University of Hawaii Administration to Facilitate the Implementation of Board Policy Revisions Thorough Faculty and Union Consultation."

I do strongly support the cogent, "Letter of Dissenting Opinion," by Mr. Christian Fern, Executive Director of the University of Hawai'i Professional Assembly (UHPA), as well as other testimonies that will be submitted that I am already aware of.

I wish to ask only one question: What is broken that you are trying to fix? Your "whereas" preamble is quite unconvincing. May I provide just 3 major examples of what you might break in the process of fixing nothing?

First, faculty, including Research and Extension faculty, have brought into the UH System over \$400 million per year on average in extramural funding, not to mention the positive multiplier effect on the State's economy.

Second, despite the horrendous, once every-100-years pandemic, faculty were absolutely instrumental in getting the entire UH System through this crisis, with no major adverse outcomes. The UH System did not need to refund substantial tuition funds back to students due to lack of faculty performance.

Third, overall UH enrollment has increase substantially bucking the trends nationwide. This also means more tuition funds for UH.

Thus, the only reason that I can think of for the Board of Regents to even entertain changing our current tenure system is perhaps a somewhat profound misunderstanding of higher education in Hawai'i and the U.S.

I hope this entire process will be one of lessons learned and that we move forward to meet the greater challenges we face.

Earl S. Hishinuma, Ph.D.

Professor, Executive Associate Chair, & Associate Chair of Research

Department of Psychiatry

John A. Burns School of Medicine

University of Hawaii at Manoa

Honolulu, Hawaii 96813

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## Report of the Tenure Permitted Interaction Group

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Rachael Inake <rinake@hawaii.edu>  
To: bor.testimony@hawaii.edu

Tue, Oct 19, 2021 at 11:52 PM

To the University of Hawai'i Board of Regents,

My name is Rachael Inake and I am submitting this written testimony in opposition to the report of the Tenure Task Group. The report proposes eliminating tenure for faculty who are not providing direct instruction, with the exception of librarian faculty. I am asking the Board of Regents to vote **no** on accepting the report of the Tenure Task Group.

As a non-instructional faculty member, I am an Educational Technologist / Instructional Designer and the Educational Media Center Coordinator, and I believe that my profession is deserving of tenure. I have been employed in the UH system for approximately 12 years.

Regarding the report from the Tenure Task Group, and the potential subsequent impact, I am most concerned that:

- No faculty were involved in the process and discussions with the Tenure Task Group
- The "C" classification of community college faculty was not mentioned in the report, despite the UHCCs being the majority of the UH system
- Non-instructional faculty are being disregarded as subject matter experts in their professions. These professions require advanced degrees to serve the needs of students with disabilities, student development, student identity, student exploration of careers and majors, first-year students, returning adult students, mental health, instructional design, library science, and more. Advanced degrees in these professions are not typically held by instructional faculty, as they are subject matter experts in their own areas of expertise and rely on non-instructional faculty to meet student needs in these areas.
- The report appears to have gone beyond the scope the regents asked for at the February 2021 meeting, which was specifically to review and investigate the issue of tenure (history, purpose); look outside of UH (evolution of, current views and developments on tenure) and at UH itself (the current process, criteria, and decision making on tenure)
- The report states that the proposed changes might improve the tenure classification system, but it does not explicitly state how these proposed changes would do that, nor was any data provided to support these claims
- Community College faculty will be required to shift their focus to research, which inherently takes away from the essential services that both instructional and non-instructional faculty provide
- Support services to students that are provided by non-instructional faculty will be reduced, which is of particular importance at the community college level, where the student population requires more support
- Community colleges and support staff are critical to State initiatives like [55 by '25](#) that emphasize the importance of post-secondary education that often begins at the two-year institutions. The pandemic has only highlighted the disparities between college-graduate and high school graduates; thus post-secondary education that includes college and career counseling provided by our non-instructional faculty is critical to the economic and social health of our State.

- The periodic review process is proposed to be modified, and will involve administration approval, which deviates from the faculty-driven developmental process that is supported by the Hawaii Labor Relations Board
- Tenured faculty have a contract with the University, and the report does not address the legal matters that would arise, nor a plan for the legal costs associated with the proposed changes

Taking tenure away from entire classes of faculty undermines the professions and importance of non-instructional faculty. For example, in my tenured, non-instructional faculty capacity as an Educational Technologist / Instructional Designer, I am not only able to provide my knowledge and skills as a subject-matter expert in educational technology and learning design, but to also relate to my fellow instructional faculty colleagues as a peer and to partner and collaborate with them to improve student success in their classes and programs. I teach and help faculty utilize teaching strategies and technologies to effectively teach, motivate, and support student learning; design courses using sound instructional design practices; and create meaningful and often innovative learning experiences and assessments in all modalities, but especially hybrid and online modalities due to the rapid growth of distance education since the pandemic. As a tenured faculty member in educational technology and as the Educational Media Center Coordinator, I also serve as a leader to my campus, driving and supporting innovative initiatives to grow and support student success through Open Educational Resources, faculty professional development for teaching and using educational technologies, Leeward CC Distance Education Guidelines, Technology Enhanced Classrooms, and more.

Thank you for your time, and again I am asking that you **VOTE NO** on the report from the Tenure Task Group.

Sincerely,  
Rachael Inake

Associate Professor, CC  
Educational Media Center  
Leeward Community College



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## Kūali'i Council Statement on BOR Tenure on PIG

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**Lawrence Gora** <lgora@hawaii.edu>  
To: bor.testimony@hawaii.edu

Tue, Oct 19, 2021 at 9:46 PM

Aloha,

Please see attached Kūali'i Council Statement for BOR meeting scheduled for Thursday, October 21, 2021 at 8:30 am.

Mahalo nui,  
Keali'i Gora  
Kūali'i Council Administrator



**Kuali'i Statement\_BOR\_TenurePIG\_2021.pdf**  
58K

October 20, 2021

To: Randolph G. Moore, Chairman of the UH BoR  
Fr: Keali'i Gora, UH Mānoa Kualii Council Administrator

Re: **Concerns regarding the report to the BoR of the "PIG on Tenure"**, made public 9/10/21

Aloha,

Today I am providing testimony on behalf of the Kualii Council in my capacity as the Kūali'i Council Administrator. Kūali'i Council is an advisory body to the Mānoa provost whose mission is to honor, empower, and advance Native Hawaiian people, culture, and language through excellence in higher education.

After reading through the materials from the report to the Board of Regents made public on 9/10/21, the Kūali'i Council contends that **the recommendations of the PIG on Tenure, if adopted by the BoR, would cause irreparable harm to future recruitment and retention of faculty in all units and in particular to Native Hawaiians**. In addition, other student support services that are vital for academic success and wellness would be adversely impacted.

**The Kūali'i Council therefore strongly requests that the PIG recommendations on Tenure NOT be adopted by the BoR.**

Importantly, the **PIG process was inherently flawed**. To our knowledge the only representation of faculty was the UHPA director. There was no representation from the Faculty Senate OR the **Kūali'i Council**; there was no representation from any School or College that has R/S faculty; there was no representation from any organized research units such as the Cancer Center, the Water Resources Research Center or the Institute for Astronomy. In addition to this egregious lack of representation from the individuals who stand to be most impacted, there was a lack in transparency of this process as no meeting minutes from this PIG were shared.

While the failure to involve faculty in the process should merit the recommendations unacceptable, the actual recommendations of the PIG were flawed.

We present the following arguments against adoption of the PIG recommendation.

First, **R (research) and S (specialist) and E (extension) faculty are critical to UH remaining the only R1 university in the state.**

- R faculty bring in the most extramural research funds which are absolutely essential to sustaining the university in times of shrinking G-funding support from the legislature.
- S Faculty provide the best standard of care to all students. S faculty conduct and publish research, instruct in classrooms and provide service to students to ensure they graduate on time. These specialist positions are very competitive and if our institution changes the tenure track for S faculty, we will lose effective providers for our students that could impede their academic success and wellbeing.
- E faculty: Given that our governor has stated that one of his administration's goals is to increase local agriculture, it baffles us that the BOR would choose this time to punish agricultural extension agents and specialists by taking away their tenure. Agents and specialists are faculty and professional educators, just as instructional faculty are. The difference is that many agents and specialists work in adult education programs including farming, ranching, natural resources, human nutrition, and family resources. While most faculty work on campuses, agents and specialists work in communities across the state. For most people, especially in rural communities, Cooperative Extension is the face of the University. The report seems to be reacting to a sense in the Legislature that University research is irrelevant to Hawai'i. Extension faculty are the link between many research programs and local stakeholders. Loss of Extension capability will increase the isolation of the University.

Second, **a diversity of tenure categories are a key mechanism toward realizing our shared goal of becoming a Hawaiian place of learning.** Tenure is vital for academic freedom and important work we all do for our lāhui.

- Tenure is critically important for retaining NH faculty. For example, In 2018, Melody MacKenzie and Kapua Sproat partnered with Isaac Moriwake and others to file an amicus brief with the Hawai'i Supreme Court supporting the practitioners/defenders in Mauna Kea II and opposing the University's position. Another faculty member who helped with the brief did not sign on because he wasn't tenured. This example of the academic freedom tenure affords demonstrates that a concrete impact from a loss of tenured faculty and positions would be to stifle necessary voices.
- Moreover, smaller Native Hawaiian-serving programs such as 'IKE AO PONO in the School of Nursing have only 1 or 2 tenured faculty to carry out the work of increasing enrollment of Native Hawaiians in much needed professional fields. A loss of even one or two of these positions could have devastating impacts on

these small programs. For example, in a history first for the Mānoa School of Nursing, the first 'IAP Native nursing graduate was just hired into a tenure-track position, demonstrating the efficacy of the program in training the future professoriate.

We implore the BoR to look to the mission of the University of Hawai'i, which is to **“discover, examine critically, preserve and transmit the knowledge, wisdom, and values that will help ensure the survival of present and future generations with improvement in the quality of life”**. To that end, the awarding of faculty tenure is **“for the primary purpose of protecting academic freedom”**.

We believe it is a travesty to narrow that focus to only award tenure to faculty “that will fulfill the enrollment requirements and strategic growth priorities.” A university is much more than this. Therefore **Kūali'i Council strongly requests that the PIG recommendations on Tenure NOT be adopted by the BoR.**

Mahalo,  
Keali'i Gora

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## Report of the Tenure Permitted Interaction Group

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**Marie McKenzie** <mariemm@hawaii.edu>  
To: bor.testimony@hawaii.edu

Tue, Oct 19, 2021 at 8:42 PM

To the University of Hawai'i Board of Regents,

My name is Marie Maile McKenzie and I am a Geography and Environment Instructor in the Social Sciences Division at Leeward Community College. I have been employed in the UH system for approximately 6 years.

I am submitting this written testimony in opposition to the report of the Tenure Task Group. The report proposes eliminating tenure for faculty who are not providing direct instruction, with the exception of librarian faculty, and eliminating the current C classification for community college faculty and placing them in a category that requires research and scholarship, which would pull the instructional faculty out of the classroom. I am asking the Board of Regents to vote no on accepting the report of the Tenure Task Group.

As an instructional faculty member, I have the following concerns:

- I believe that the roles and responsibilities of non-instructional faculty members are critical to the success of students
- The roles and responsibilities of non-instructional faculty absorb various aspects of supporting students which ultimately supports my ability to focus on teaching
- The work of non-instructional faculty would not go away, and I do not have additional time nor expertise to absorb all of the duties and responsibilities that non-instructional faculty provide
- The proposal to eliminate tenure for non-instructional faculty would inherently decrease the number of positions, leading to a reduction in the quality of support services to students
- Support services to students that are provided by non-instructional faculty will be reduced, which is of particular importance at the community college level, where the student population requires more support for academic success
- Community colleges and support staff are critical to State initiatives like 55 by '25 that emphasize the importance of post-secondary education that often begins at the two-year institutions. The pandemic has only highlighted the disparities between college-graduate and high school graduates; thus post-secondary education that includes college and career counseling provided by our non-instructional faculty is critical to the economic and social health of our State.
- Non-instructional faculty are being disregarded as subject matter experts in their professions. These professions require advanced degrees to serve the needs of students with disabilities, student development, student identity, student exploration of careers and majors, first-year students, returning adult students, mental health, instructional design, library science, and more. Advanced degrees in these professions are not typically held by instructional faculty, as they are subject matter experts in their own areas of expertise and rely on non-instructional faculty to meet student needs in these areas.

Regarding the report from the Tenure Task Group, I am most concerned that:

- No community college or four year institution faculty were involved in the process and discussions with the Tenure Task Group
- The report appears to have gone beyond the scope the regents asked for at the February 2021 meeting, which was specifically to review and investigate the issue of tenure (history, purpose); look outside of UH (evolution of, current views and developments on tenure) and at UH itself (the current process, criteria, and decision making on tenure).
- The report states that the proposed changes might improve the tenure classification system, but it does not explicitly state how these proposed changes would do that, nor was any data provided to substantiate these claims
- Community College faculty will be required to shift their focus to research, which inherently takes away from the essential services that both instructional and non-instructional faculty provide, and would require a substantial additional cost to the college as the instructional faculty would need course release time to handle this new set of requirements
- The services non-instructional faculty provide have been deemed as non-essential and not worthy of being a constant service at our colleges
- The periodic review process is proposed to be modified, and will involve administration approval, which deviates from the faculty-driven developmental process that is supported by the Hawaii Labor Relations Board

Thank you for your time, and again I am asking that you **VOTE NO** on the report from the Tenure Task Group.

Sincerely,

Marie Maile McKenzie



**Marie Maile McKenzie**

Geography Instructor

Pronouns: she/her/hers

808.455.0312 | [marieimm@hawaii.edu](mailto:marieimm@hawaii.edu)

Social Sciences Division

Leeward Community College



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## Individual Testimony to the BOR in Opposition to Resolution 21-06 of the Permitted Interaction Group on Tenure

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Truc Nguyen <nguyen@hawaii.edu>  
To: bor.testimony@hawaii.edu

Tue, Oct 19, 2021 at 11:42 PM

Aloha Chair Moore and Regents,  
I respectfully submit the attached individual testimony in opposition to Resolution 21-06 of the BOR Permitted Interaction Group on Tenure.

Sincerely,  
Truc Nguyen

\*\*\*\*\*

Thanh Trúc T. Nguyễn  
Specialist in Learning Technologies  
Curriculum Research & Development Group  
College of Education, University of Hawai'i at Mānoa  
Ph 808.956.6507 Fx 808.956.0814

*"...and her thoughts rived that of the stormy seas  
as her heart sailed with that of the gentle..."*

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 **20211019\_BOR\_NguyenTestimony\_PIGReso21-06Tenure.pdf**  
150K

October 19, 2021

Dear Chair Moore and Regents,

I am surrounded by dedicated UH colleagues who have all stretched ourselves in time, energy, and resources to provide meaningful education, sustain and conduct excellent research, support our students as they (and we) continue to adjust to online learning to be safe, serve our local communities, and connect with national and international communities to refine promising practices. Unfortunately, the Permitted Interaction Group's recommendations in revising policies on the tenure and periodic review process has caused more stress, confusion, and angst for my faculty colleagues.

I supported the intent of the PIG. I was truly looking forward to a current report where we all could have learned more about UH and its (1) history and purpose of tenure; (2) evolution of and current views and developments on tenure; and (3) current criteria and decision making process for tenure since these three were the original purposes of forming the PIG. I do not support what emerged from the PIG work, which deviated and instead were suggestions to improve the tenure classification system, the periodic review process, and award of tenure to specific positions. To improve upon something, the problem needs to be identified. It is a straightforward premise. I did not see a statement of a problem, nor the sources from which the suggested improvements were based. To that end, I appreciated and agreed with Christian Fern's dissenting opinion of the PIG recommendations.

My most major wondering is during the eleven PIG meetings, one of which had non-Regent members, why weren't any faculty invited to have conversations and participate in discussions? I respect that some faculty are 9-month and were off duty, but many of us are 11-month faculty and were on duty during many of those meeting dates. I myself am an 11-month specialist.

I am a graduate of UH Mānoa and have been a tenured specialist faculty member since 2015. It has been my joy, privilege and honor to have a position where I can push at some boundaries in the use of technology in education, a field that received unprecedented amounts of attention during the pandemic. Some of my work over the years has been challenging, especially when dealing with issues of cyberbullying in my research and development of digital citizenship curriculum. Tenure provided me the academic freedom to push and to explore and to say that cyberbullying (and unfortunately more) happens even in Hawai'i, formerly an unpopular stance and now accepted as a societal problem.

I respectfully request that the Regents vote against PIG Draft Resolution 21-06. I also urge the Regents, as the University and UHPA jointly embark upon task force work to respond to Hawai'i Senate Concurrent Resolution 201, to include faculty in the discussions. I strongly question the SCR's language that tenure, because it involves public resources, be categorized as "a matter of statewide concern," but recognize the task force is an endeavor that our University and UHPA cannot ignore.

Thank you for your time and consideration.

Thanh Trúc T. Nguyễn, Ed.D.  
Specialist, Curriculum Research & Development Group  
College of Education, University of Hawai'i at Mānoa

Below are my summarized comments about the proposed changes, which are my views only and do not represent any others in my college, campus, or senates.

<b>RP 9.01 Personnel Status</b>	<b>Comments</b>
B. 2. Before recruitment for tenure-track positions occurs, and before award of tenure, the administration shall ensure that: (1) the position fulfills current enrollment requirements and strategic growth priorities for the university and	What are current enrollment requirements and strategic priorities? This statement is odd because it seems to connect tenure to the budget.

<p>the State; (2) there are no qualified faculty in other units that are available and that could meet the needs of the hiring unit; (3) the balance of tenure-track and other faculty is appropriate given enrollment, mission, and accreditation standards; and (4) the unit is successful and relevant in contributing to the institutional mission and goals.</p>	<p>To check if there are qualified faculty in other units before hiring? Operationally, does this mean faculty will be moved or that faculty will be expected to serve in another unit?</p> <p>Balance of tenure-track and other faculty? Meaning 50-50?</p> <p>By whose standards are a unit deemed successful and relevant?</p>
<p>B. 3. The administration shall ensure that tenure criteria are clear and that they prioritize the necessity for faculty to be adaptable in meeting the changing needs of students and the university, including changes in the delivery of higher education that may occur over time.</p>	<p>Tenure criteria can use some clearing up in some areas, but shouldn't that involve faculty discussion? Including changes in delivery that may occur over time? This seems an unnecessary statement that does not relate to tenure.</p>

<b>RP 9.202 Classification Plans and Compensation</b>	<b>Comments about E.2</b>
	<p>I am glad to see tenure being upheld for instructional and research faculty. However, many faculty who are not in the I, J, M, or R designations also are “engaged in direct instruction consisting of active engagement with students in the classroom or applied venues, and/or oversight and supervision of internships, clinical work, applied learning, theses, and dissertations.” And where are the C faculty? Are they not here because of the research expectation? If the community college faculty are assumed to be here, isn't the “shall engage in research” expectation unfair for our C faculty? And, putting R faculty here takes away from the important distinction for our R1 Mānoa campus.</p> <p>I am glad to see tenure upheld for our librarian faculty.</p> <p>With all due respect, being “eligible for employment security characteristic” is not the same as tenure. Tenure is not about job security. Tenure is about academic freedom, to be able to push boundaries, innovate, and think freely and engage our students and colleagues in discourse that may or may not be in the popular norm. Losing tenure for our S and A faculty is subject to collective bargaining negotiation.</p>

<b>RP 9.213 Evaluation of Board of Regents' Appointees</b>	<b>Comments</b>
<p>III. B. <del>Accordingly, each chancellor, in consultation with appropriate faculty governance organizations, shall develop procedures for such review which incorporate these principles.</del></p>	<p>“in consultation with appropriate faculty governance organizations” should be restored. Periodic review is faculty-driven process, not administration driven.</p>
<p>III. C. It is the responsibility of Deans, Chancellors, Provost, Vice Chancellors/Vice Provosts, and/or other appropriate academic administrators to additionally ensure that all periodic reviews are conducted in a manner that will minimize conflicts of interest within units, and ensure balanced, diverse, and relevant input including that of faculty peers.</p>	<p>Is conflict of interest the problem to be solved here? Or is it that the current periodic review is not balanced, diverse, and relevant? Listing all the administrators does not help here to ensure minimizing conflicts of interest. And, why the last phrase of including that of faculty peers. Again, periodic review is faculty-driven process, not administration driven.</p>
<p>III. D. “...and nontenurable academic personnel...”</p>	<p>Is “nontenurable academic personnel” in reference to the non F and L faculty? Why the change in terminology?</p>



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## Report of the Tenure Permitted Interaction Group

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Donald Oberheu <oberheu@hawaii.edu>  
To: bor.testimony@hawaii.edu

Tue, Oct 19, 2021 at 10:38 PM

To the University of Hawai'i Board of Regents,

My name is Donald Oberheu. I am Lecturer in the Arts and Humanities Division and the Professional Arts and Technology Division at Leeward Community College. I have been employed in the UH system for approximately eleven.

I am submitting this written testimony in opposition to the report of the Tenure Task Group. The report proposes eliminating tenure for faculty who are not providing direct instruction, with the exception of librarian faculty, and eliminating the current C classification for community college faculty and placing them in a category that requires research and scholarship, which would pull the instructional faculty out of the classroom. I am asking the Board of Regents to vote no on accepting the report of the Tenure Task Group.

As an instructional faculty member, I have the following concerns:

- I believe that the roles and responsibilities of non-instructional faculty members are critical to the success of students
- The roles and responsibilities of non-instructional faculty absorb various aspects of supporting students which ultimately supports my ability to focus on teaching
- The work of non-instructional faculty would not go away, and I do not have the additional time nor expertise to absorb all of the duties and responsibilities that non-instructional faculty provide
- The proposal to eliminate tenure for non-instructional faculty would inherently decrease the number of positions, leading to a reduction in the quality of support services to students
- Support services to students that are provided by non-instructional faculty will be reduced, which is of particular importance at the community college level, where the student population requires more support for academic success
- Community colleges and support staff are critical to State initiatives like [55 by '25](#) that emphasize the importance of post-secondary education that often begins at the two-year institutions. The pandemic has only highlighted the disparities between college-graduate and high school graduates; thus post-secondary education that includes college and career counseling provided by our non-instructional faculty is critical to the economic and social health of our State.
- Non-instructional faculty are being disregarded as subject matter experts in their professions. These professions require advanced degrees to serve the needs of students with disabilities, student development, student identity, student exploration of careers and majors, first-year students, returning adult students, mental health, instructional design, library science, and more. Advanced degrees in these professions are not typically held by instructional faculty, as they are subject matter experts in their own areas of expertise and rely on non-instructional faculty to meet student needs in these areas.

Regarding the report from the Tenure Task Group, I am most concerned that:

- No community college or four-year institution faculty were involved in the process and discussions with the Tenure Task Group

- The report appears to have gone beyond the scope the regents asked for at the February 2021 meeting, which was specifically to review and investigate the issue of tenure (history, purpose); look outside of UH (evolution of, current views and developments on tenure) and at UH itself (the current process, criteria, and decision making on tenure).
- The report states that the proposed changes might improve the tenure classification system, but it does not explicitly state how these proposed changes would do that, nor was any data provided to substantiate these claims
- Community College faculty will be required to shift their focus to research, which inherently takes away from the essential services that both instructional and non-instructional faculty provide, and would require a substantial additional cost to the college as the instructional faculty would need course release time to handle this new set of requirements
- The services non-instructional faculty provide have been deemed as non-essential and not worthy of being a constant service at our colleges
- The periodic review process is proposed to be modified, and will involve administration approval, which deviates from the faculty-driven developmental process that is supported by the Hawaii Labor Relations Board

Thank you for your time, and again I am asking that you VOTE NO on the report from the Tenure Task Group.

Sincerely,  
Donald Oberheu



**Don Oberheu, M.A., M.Ed.**  
Digital Art & Digital Media Lecturer  
Arts & Humanities Division  
Professional Arts & Technology Division  
Leeward Community College



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## Testimony in Opposition to the Report of the Permitted Interaction Group on Tenure

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**Maya Saffery** <msaffery@hawaii.edu>  
To: bor.testimony@hawaii.edu

Tue, Oct 19, 2021 at 11:43 PM

Aloha kakou,

Mahalo for the opportunity to submit testimony on this matter. Please find my written testimony attached.

Me ka 'oia'i'o,

Dr. Maya L. Kawailanaokeawaiki Saffery, PhD  
Kumu Hoomohala Haawina  
Curriculum Specialist  
Kawaihuelani Center for Hawaiian Language  
Hawaiiinuiakea School of Hawaiian Knowledge  
University of Hawaii at Manoa  
Spalding Hall 253  
[808 956-4028](tel:8089564028)

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**TESTIMONY IN OPPOSITION TO THE REPORT & RECOMMENDATIONS OF THE  
PERMITTED INTERACTION GROUP ON TENURE  
TO BE HEARD BY THE BOARD OF REGENTS  
OF THE UNIVERSITY OF HAWAI‘I**

Aloha mai kākou,

My name is Maya L. Kawailanaokeawaiki Saffery, and I am an Assistant Specialist for Curriculum at Kawaihuelani Center for Hawaiian Language within Hawai‘inuiākea School of Hawaiian Knowledge. I have been a faculty member at the University of Hawai‘i at Mānoa since 2005 and received tenure in 2011 and promotion in 2016. I wish to address the item on the October 21, 2021 Board of Regents meeting agenda related to the Permitted Interaction Group on Tenure. I strongly urge the Board of Regents to vote against the group’s report, resolution, and recommendations regarding tenure, reclassification of faculty, and Periodic Review.

On the grounds of process, the task force has clearly overstepped their explicit mandate to review and assess “(1) the history and purpose of tenure; (2) the evolution of and current views and developments on tenure; and (3) the current criteria and decision making process for tenure” in the University of Hawai‘i System, as described in its report of September 10, 2021 to the University of Hawai‘i Board of Regents. Their resulting report and resolution demonstrate that they have not met the original scope of their work, but instead have produced as set of recommendations that irresponsibly conflate three separate issues - the matter of tenure, the classification system of faculty, and the Periodic Review process - with no evidence for the ineffectiveness, inefficiency, or irrelevance of these issues nor justification for the need for, nor the projected improvements owing to, its recommendations. Moreover, the task force has failed to include any active members of the University of Hawai‘i faculty in their group, nor their insights on the importance, requirements, protocols, and effectiveness of tenure, thus producing recommendations that are built upon a unstable foundation.

The granting of tenure is a long, rigorous, and essentially conservative process afforded to faculty with proven track records of excellence in their areas of expertise and responsibility. Faculty must first go through a demanding recruitment process and show evidence of high achievement and qualifications in order to even get offered a tenure-track position. Then, they must go through a five-year probationary period beginning with two, 2-year reviews (i.e., contract renewals), which involve preparing a comprehensive application modeled after a tenure dossier to be reviewed by a personnel committee of their peers before they can even get to the point of applying for tenure. Tenure is only granted after the faculty member successfully makes it through a rigorous, multi-level review process, in which their dossier is thoroughly reviewed by not only their department and college, but a committee of faculty from across the campus who are outside of their discipline as well a set of external reviewers from peer institutions. While the application for tenure is arduous, so too is the maintenance of tenure, which involves on-going evaluations for promotion or five-year review to ensure continued and meaningful faculty contributions toward the educational mission of the University of Hawai‘i, its respective campuses, and its students. Finally, the awarding of tenure has always been aligned with the mission and priorities of the University, including consideration for enrollment requirements and strategic growth priorities. When a faculty member applies for tenure and promotion, they must demonstrate how their position as well as themselves specifically, represent a present and future value for the University. The recommendations put forth by the task force make assumptions about the ineffectiveness and inefficiency of all three areas – rigor, periodic review, and mission-alignment – without any evidence that any of these are in fact lacking or problematic.

Not only does the task force report make harmful recommendations regarding the future of tenure at the University of Hawai‘i, it also includes recommendations for reclassification of

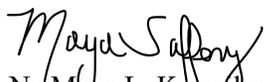
October 19, 2021

faculty that would result in the elimination of tenure for non-instructional faculty who are critical to the instructional and research functions of the University. Suggesting that the work of non-instructional faculty like myself does not rise to the same level of rigor as our instructional colleagues is not only insulting but ill informed. It overlooks the fact that non-instructional faculty hold advanced degrees, are rigorously recruited and selected as any other UH faculty member, are subject matter experts in their field of specialization and study, and bring unique knowledge, skills, and expertise to their professional and scholarly activities, which contribute to the standards, techniques and methodologies of their unique disciplines. For all these reasons, we are just as deserving of the possibility of achieving tenure and the important protections of academic freedom and job security that come with it as every other faculty member throughout the UH System. The elimination of these protections as proposed by the task force would encourage competitive job applicants to seek employment outside Hawai'i, resulting in diminished productivity of research and student success, as well as overall prestige in the UH System. The diversity and uniqueness of our faculty classification system should be seen as a strength, a sign of innovative, forward thinking that other institutions of higher education should follow, not a problem to be fixed through homogenization, consolidation, and moving backward.

The reclassification recommendations of the task force also perpetuate the misconception that traditional instruction and research are the only forms of knowledge transmission, generation, and dissemination that require expertise and professional training, support the mission and strategic priorities of the University, and contribute to the education and co-empowerment of our students, stakeholders, and community. If the task force had included members from a variety of UH faculty lines, they would have learned that this is absolutely not the case. The responsibilities of Specialist faculty, for example, involve three distinct categories of activities, which are parallel to the tripartite model characterizing instructional faculty workload. The categories are: 1) professional activities; 2) scholarly activities; and 3) service activities. Specialist faculty engage in a broad spectrum of activities across these categories from development, administration, and evaluation of key instructional, curricular, and research programs to delivery of effective and rewarding direct client services to faculty, staff, students, administrators, and community members in our areas of expertise. In addition, Specialist faculty must demonstrate a level of professional and scholarly achievement that reflects our stature as contributors to the standards, techniques and methodologies of our professions in comparison with peers not only of local colleagues but the whole of the professional community active at major institutions of higher education. The professional and scholarly achievements of Specialists and other non-instructional faculty, including publications, presentations, grant funding, etc, are evaluated by the critical review and facilitated use of their contributions by other professionals. To disregard and overlook the significant, specialized, high-quality work of non-instructional faculty like Specialists by suggesting the elimination of their faculty classifications and tenure opportunities would be to turn our backs on an entire segment of our UH 'ohana - professionals, scholars, educators, innovators, and community leaders upon which the University of Hawai'i, and specifically UH Mānoa, depends to in order to fulfill its mission as a premier student-centered, Carnegie Research I, community-serving university.

It is for all these reasons that I strongly oppose the Permitted Interaction Group on Tenure's report, resolution, and recommendations, and I implore the Board of Regents to vote against them, which is in fact a vote for the protection and productivity of our faculty so that we can continue to serve our students, the University, and the community with quality and integrity.

Na'u nō me ka 'oia'i'o,



Na Maya L. Kawakanaokeawaiki Saffery



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## Report of the Tenure Permitted Interaction Group

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**John Signor** <signor@hawaii.edu>  
To: bor.testimony@hawaii.edu

Tue, Oct 19, 2021 at 9:28 PM

To the University of Hawai'i Board of Regents,

I am an Associate Professor at Leeward Community College. I have been employed in the UH system off and on for approximately 30 years.

I am submitting this written testimony in opposition to the report of the Tenure Task Group. The report proposes eliminating tenure for faculty who are not providing direct instruction, with the exception of librarian faculty, and eliminating the current C classification for community college faculty and placing them in a category that requires research and scholarship, which would pull the instructional faculty out of the classroom. I am asking the Board of Regents to vote "NO" on accepting the report of the Tenure Task Group.

As an instructional faculty member, I believe that the roles and responsibilities of non-instructional faculty members are critical to the success of students. Non-instructional faculty absorb various aspects of supporting students which ultimately supports my ability to focus on teaching. In addition, support services to students that are provided by non-instructional faculty will be reduced, which is of particular importance at the community college level, where the student population requires more support for academic success.

Non-instructional faculty members serve the needs of students with disabilities, student development, student identity, student exploration of careers and majors, first-year students, returning adult students, mental health, instructional design, library science, and more.

Regarding the report from the Tenure Task Group, I am most concerned that no community college or four-year institution faculty were involved in the process and discussions with the Tenure Task Group. Additionally the report appears to have gone beyond the scope the regents asked for at the February 2021 meeting, which was specifically to review and investigate the issue of tenure (history, purpose); look outside of UH (evolution of, current views and developments on tenure) and at UH itself (the current process, criteria, and decision making on tenure).

I am asking that you VOTE "NO" on the report from the Tenure Task Group.

Sincerely,

Dr. John F. Signor

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John Signor, D.M.A.  
Associate Professor, Music  
Leeward Community College  
PH: 808.455-0212



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## Tenure Testimony

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David Terada <dterada@hawaii.edu>  
To: bor.testimony@hawaii.edu

Tue, Oct 19, 2021 at 10:24 PM

Office of the Board of Regents  
University of Hawaii

October 19, 2021

My name is David Terada, and I am a lecturer in the Language Arts Division at Leeward Community College. I have been employed in the UH system for approximately twelve years.

I am submitting this written testimony in opposition to the report of the Tenure Task Group. The report proposes eliminating tenure for faculty who are not providing direct instruction, with the exception of librarian faculty, and **eliminating the current C classification for community college faculty and placing them in a category that requires research and scholarship, which would pull the instructional faculty out of the classroom.** Therefore, I am asking the Board of Regents to vote no on accepting the report of the Tenure Task Group.

As an instructional faculty member, I have the following concerns:

- I believe that the roles and responsibilities of non-instructional faculty members are critical to the success of students.
- The roles and responsibilities of non-instructional faculty absorb various aspects of supporting students, ultimately supporting my ability to focus on teaching.
- The work of non-instructional faculty would not go away, and I do not have the additional time nor expertise to absorb all of the duties and responsibilities that non-instructional faculty provide.
- The proposal to eliminate tenure for non-instructional faculty would inherently decrease the number of positions, reducing the quality of support services to students.
- Support services to students provided by non-instructional faculty will be reduced, which is of particular importance at the community college level, where the student population requires more support for academic success.
- Community colleges and support staff are critical to State initiatives like 55 by '25 that emphasize the importance of post-secondary education that often begins at the two-year institutions. The pandemic has only highlighted the disparities between college-graduate and high school graduates; thus post-secondary education that includes college and career counseling provided by our non-instructional faculty is critical to the economic and social health of our State.
- Non-instructional faculty are being disregarded as subject matter experts in their professions. These professions require advanced degrees to serve the needs of students with disabilities, student development, student identity, student exploration of careers and majors, first-year students, returning adult students, mental health, instructional design, library science, and more. Advanced degrees in these professions are not typically held by instructional faculty, as they are subject matter experts in their own areas of expertise and rely on non-instructional faculty to meet student needs in these areas.

Regarding the report from the Tenure Task Group, I am most concerned that:

- No community college or four-year institution faculty were involved in the process and discussions with the Tenure Task Group.
- The report appears to have gone beyond the scope the regents asked for at the February 2021 meeting, which was specifically to review and investigate the issue of tenure (history, purpose); look outside of UH (evolution of, current views and developments on tenure) and at UH itself (the current process, criteria, and decision making on tenure).
- The report states that the proposed changes might improve the tenure classification system. Still, it does not explicitly state how these proposed changes would do that, nor was any data provided to substantiate these claims.
- Community College faculty will be required to shift their focus to research, which inherently takes away from the essential services that instructional and non-instructional faculty provide. This shift would require a substantial additional cost to the college as the instructional faculty would need course release time to handle this new set of requirements.
- The services non-instructional faculty provide have been deemed non-essential and not worthy of being a continuous service at our colleges.
- The report proposes a modification to the periodic review process. This modification will involve administration approval, deviating from the faculty-driven developmental process that the Hawaii Labor Relations Board supports.

Thank you for your time, and again **I am asking that you VOTE NO on the report from the Tenure Task Group.**

Sincerely,

David Terada  
Lecturer (Step C)  
Leeward Community College

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## Written Testimony Opposing UH BOR Resolution 21-6

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Erin Thompson <enkt@hawaii.edu>  
To: bor.testimony@hawaii.edu

Tue, Oct 19, 2021 at 11:51 PM

To the University of Hawai'i Board of Regents,

My name is Dr. Erin Thompson and I am a Professor, CC and Coordinator for the Innovation Center for Teaching and Learning at Leeward Community College, which is responsible for the development, execution, and coordination of professional and leadership development opportunities for Leeward's 450+ faculty and staff employees. I respectfully and strongly urge the Board of Regents to invalidate the process and recommendations put forth by the Permitted Interaction Group on Tenure and to **VOTE NO** on proposed **Resolution 21-6**.

You will, no doubt, receive hundreds of testimonials outlining multifarious concerns about the flawed and biased process that led to the development of proposed Resolution 21-6, including but not limited to:

- the exclusion of faculty voice and input in a process that directly impacts this employee group;
- the exclusion of the "C" faculty classification in the report's considerations;
- the appearance that the Permitted Interaction Group on Tenure has gone beyond its original purpose, scope, and charge;
- a lack of understanding of the importance, impacts, and roles that non-instructional faculty play in college enrollments, retention, and persistence as well as the advanced degree credentials that are necessary in order to effectively perform these duties; and
- the threat that, if passed, this type of flawed process will set precedence for similar decision-making processes regarding instructional faculty and other employee groups.

Regarding the issue of tenure, I offer you my personal perspectives as a Professor, CC who has been a part of the University of Hawai'i Community College System for the past 25 years. My work in tenured, non-instructional faculty capacities, first as a counselor and now as a college professional development coordinator, have allowed me to understand how non-instructional faculty positions impact literally thousands of students and hundreds of employees. As tenured non-instructional faculty, we teach credit courses (I have taught at three of the four O'ahu community college campuses), work in non-credit units, and provide critical academic support and personal counseling services that directly impact student enrollment, retention, and persistence.

Achieving tenure does not mean we stop working. Tenure means we acknowledge and accept a greater kuleana to work even harder, innovate more often, lead more initiatives, mentor more colleagues, and constantly seek ways in which we can improve our services and relationships with our students, our community, and each other. We use our established presence, institutional and system-level knowledge, and academic freedoms that come with earning tenure to inform practices, inspire initiatives, and secure millions of dollars in extramural funding for the UH System. Tenure provides the opportunity for personal advancement which directly relates to institutional advancement. It tangibly demonstrates that the university values and trusts its faculty and fosters 25-year commitments, like mine, and lifelong loyalties.

Once again, I strongly urge you to **VOTE NO** regarding the report from the Tenure Task Group and proposed Resolution 21-6. Thank you for your time and consideration.

Sincerely,



Erin Thompson, EdD  
Professor, CC and Coordinator  
Innovation Center for Teaching and Learning  
Leeward Community College

\*\*\*\*\*

Erin N.K. Thompson, EdD (she/her/hers)

Professor, CC & Coordinator  
Leeward Community College  
Innovation Center for Teaching and Learning  
*What's happening at Leeward this week?*

**E ala! E alu! E kuilima!** ~'Ōlelo No'eau # 258  
*Rise! Together! Join Hands!*  
*(A call to come together to tackle a given task.)*

**If speaking kindly to plants can help them grow,  
just imagine what speaking kindly to humans can do.**

*~ Anonymous*

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## Report of the Tenure Permitted Interaction Group

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**Ralph Toyama** <rtoyama@hawaii.edu>  
To: bor.testimony@hawaii.edu

Tue, Oct 19, 2021 at 11:52 PM

To the University of Hawai'i Board of Regents,

My name is Ralph Toyama and I am submitting this written testimony in opposition to the report of the Tenure Task Group. I have been employed as a librarian at Leeward Community College for almost 29 years.

I am concerned by the absence of active faculty in the group. I am concerned by the lack of rationale given for such extensive and far-reaching changes. I'm most disturbed by the objections raised in the dissenting opinion of UHPA's Christian Fern, which raise significant concerns about the basis on which these recommendations were decided on.

I am submitting this testimony in solidarity with my fellow non-instructional faculty whose tenure options have been proposed to be eliminated. From my own experience, and from serving on many faculty personnel committees over the years, I know they strive to improve the quality and effectiveness of the services they provide as they counsel, teach, and motivate students. They also serve the institution in countless ways through committees, projects, and other initiatives. This requires the freedom to take chances, and they need and are worthy of the protection afforded by tenure.

Thank you for your time, and again I am asking that you vote no on the report from the Tenure Task Group.

Sincerely,  
Ralph Toyama  
Associate Professor, CC - Systems Librarian  
University of Hawaii - Leeward Community College

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## Testimony to the BOR in Opposition to Resolution 21-06 of the Permitted Interaction Group on Tenure

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Truc Nguyen <nguyen@hawaii.edu>  
To: bor.testimony@hawaii.edu  
Cc: COE-SENATE@lists.hawaii.edu

Tue, Oct 19, 2021 at 10:33 PM

Aloha Chair Moore and Regents,  
On behalf of the Senate of the UH Mānoa College of Education, the following attached statement is respectfully submitted in opposition to Resolution 21-06 of the BOR Permitted Interaction Group on Tenure.

Sincerely,  
Truc Nguyen  
COE Senate Chair, 2021–2022

\*\*\*\*\*

Thanh Trúc T. Nguyễn  
Specialist in Learning Technologies  
Curriculum Research & Development Group  
College of Education, University of Hawai'i at Mānoa  
Ph 808.956.6507      Fx 808.956.0814

*"...and her thoughts rived that of the stormy seas  
as her heart sailed with that of the gentle..."*

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135K



UNIVERSITY  
of HAWAII®  
MĀNOA

College of Education  
Faculty Congress and Senate

Statement in Opposition to Resolution 21-06 of the  
BOR Permitted Interaction Group (PIG) on Tenure

October 19, 2021

The Senate of the College of Education of the University of Hawai'i at Mānoa submits this **statement in opposition** to the Board of Regents Permitted Interaction Group (PIG) Draft Resolution 21-06 "Supporting the Findings and Recommendations of the Tenure Task Group and Requesting the University of Hawai'i Administration to Facilitate the Implementation of Board Policy Revisions Through Faculty and Union Consultation."

We are in agreement with the dissenting opinion of UHPA Executive Director Christian Fern and also with the College of Education Dean Nathan Murata's and interim Associate Dean Amelia Jenkins' September 15, 2021 testimony in opposition to the PIG report. Connecting tenure only to positions that meet "current enrollment requirements" is a great disservice to the vibrant mission of the University System.

At the College of Education, we have two faculty types--instructional and specialist. As is the case in many other colleges and schools within the UH system, many of our specialist faculty teach as well as conduct research. Our specialists are involved in the direct instruction of our students, "along with active engagement with students in the classroom or applied venues, and/or oversight and supervision of internships, clinical work, applied learning, theses, and dissertations." This is language the PIG used to describe faculty who should be tenured or on the tenure track. However, to state that direct instruction is the key factor by which tenure should be based is a failure to recognize the many ways in which faculty contribute to the overall educational success of a UH student and contribute to the health and wellness of our university system and state. Tenure is not about job security. Tenure is about protecting academic freedom, and as Dean Murata and Interim Associate Dean Jenkins previously stated, "insulating academics from political, corporate and other external influences." Those are major cornerstones of our tenure system. We remind the Board of the University's Executive Policy 9.201 and Board of Regents Policy 9.206 about Faculty and Staff Renewal and Vitality Directive, "The board is committed to retaining and recruiting an excellent faculty and staff in recognition of the fact that high quality personnel is an essential ingredient of a good university" and it "is equally important to protect and enhance the traditional institutions of tenure and the sabbatical as contributors to these objectives."

We, the College of Education Senate, believe that a review of the system of tenure was a worthwhile endeavor and thank the Board of Regents and the PIG for their work. However, like Dean Murata and Interim Associate Dean Jenkins, we believe that "if there are issues or challenges with the current system of tenure, we have a fair and collaborative process...to address them. In summary, the current report is tangential and does not identify clear issues with the current tenure system, nor address the differentiated productivity requirements of UH Mānoa as an R-1 research institution." The COE Senate is in strong agreement with these statements.

Where the PIG was "to review and investigate the issue of tenure with a focus on reviewing the following areas: (1) the history and purpose of tenure; (2) the evolution of and current views and

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developments on tenure; and (3) the current criteria and decision making process for tenure,” the PIG instead overstepped and made recommendations to revise the entire faculty classification system, abolishing tenure for some, changing the periodic review process, and aligning tenure with mission and priorities of the university. PIG recommendations were made without inviting current faculty from any of the 10 campuses for information seeking and clarification. In the BOR minutes of February 18, 2021 (when the PIG was established) it stated: “it would be prudent for the board to gain a complete understanding of the concept of tenure as it relates to both UH, as well as other universities, before making future decisions, if any, on this issue.” In addition, the minutes say: “Chair Kudo noted that, unlike some of the other permitted interaction groups established by the board, the Task Group was not only comprised of Regents but would also include representatives of the major stakeholders concerned with tenure including faculty and administrators involved in research and tenure, a college dean, and UHPA.” Regent Sullivan, who served as Chair of the PIG, further noted that “she believed that opposing parties could have thoughtful evaluation of, and discussion about, a difficult topic and work together to find common ground to achieve worthwhile goals while addressing individual concerns and ideas.” The absence of faculty voice entirely from this process seems to have led to an incomplete understanding of tenure resulting in incorrect assumptions upon which recommendations were made.

For example, the PIG seems to have misunderstood the periodic/post-tenure review process and the underlying reasons for such reviews, nor did they review any data related to the periodic review process. In addition, both periodic review and the tenure process are part of the current UHPA contract and as such are bargainable.

That the resolution ends with a request to the UH administration to “Facilitate the Implementation of Board Policy Revisions Through Faculty and Union Consultation” could have been advice the PIG itself followed. The PIG’s actions have gone against the spirit of Executive Policy 9.201, which states “Among those policies and practices most commonly present in the most successful institutions have been...An unwavering commitment within the faculty and staff, the administration, and the governing board to academic freedom and a sound concept of academic tenure.”

The Provost stated to our entire Mānoa campus his unwavering support for tenure in a message on October 6. He pointed out that the faculty's scholarly work has produced two of the best years in the history of UH Mānoa in terms of extramural support for our world-class research, and that we have the largest first-year class in the 114-year history of the university.

**We strongly urge the Regents to vote no against Resolution 21-06.**

The 2021–2022 College of Education Senate

Chair: Thanh Truc Nguyen, Specialist, Curriculum Research & Development Group

Vice Chair: Lori Fulton, Professor, Institute for Teacher Education - Elementary Education

Secretary-Treasurer: Daniel Hoffman, Assistant Professor, Department of Learning Design and  
Technology

Angela Matian, Assistant Specialist, Center on Disability Studies

Justine Jumalon, BEd Candidate in Elementary Education, College of Education Student Association

Ger Thao, PhD Student, Department of Curriculum Studies, College of Education Doctoral Student  
Association

Seanyelle Yagi, Associate Specialist, Curriculum Research & Development Group

Summer Maunakea, Assistant Professor, Department of Curriculum Studies

Brooke Ward Taira, Assistant Professor, Department of Curriculum Studies

Chris Lucas, Associate Professor, Department of Educational Administration

Ethan Chang, Assistant Professor, Department of Educational Administration

Derek Taira, Assistant Professor, Department of Educational Foundations

Baoyan Cheng, Associate Professor, Department of Educational Foundations

George Harrison, Associate Professor, Department of Educational Psychology

Min Liu, Associate Professor, Department of Educational Psychology

Patricia Massoth, Instructor, Institute for Teacher Education - Master of Education in Teaching

Judy Daniels, Professor, Department of Kinesiology and Rehabilitation Science

Erin Centeio, Associate Professor, Department of Kinesiology and Rehabilitation Science

Christine K. Sorensen Irvine, Professor, Department of Learning Design and Technology

Jessica Miranda, Director of Assessment and Accreditation, Dean's Office

Alyssa Kapaona, Assistant Specialist, Office of Student Academic Services

Rockey Knox, Assistant Professor, Department of Special Education

Nancy Gorman, Junior Specialist, Department of Special Education

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## OPPOSING the Recommendations of the Tenure Permitted Interaction Group (PIG)

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Allison Yap <yap@hawaii.edu>  
To: BOR Testimony <bor.testimony@hawaii.edu>

Tue, Oct 19, 2021 at 10:34 PM

Dear UH Board of Regents:

Thank you for the opportunity to submit testimony on Agenda item VII.B, Final Report and Dissolution of the Tenure Permitted Interaction Group (PIG). As a proud UHM alumni and a Faculty Specialist with over 20 years of dedicated service to the institution, I am extremely disheartened and alarmed by the proposed changes to the tenure system. I offer my testimony in **strong opposition** to the recommendations of the PIG for the following reasons:

### **The Process Lacked Faculty Input**

I find it unconscionable that not one single faculty member, of any rank or any classification, was consulted or included in the PIG. Faculty stakeholders will be most impacted by this proposal, so why weren't we involved in the process and decision making? This is an egregious oversight that cannot be overlooked.

### **There was NO Data to Justify the PIG**

Important decisions should be informed by data. There were no data provided to justify the PIG's proposed changes, nor was there any indication that data were used to inform the PIG's decision-making.

### **The PIG will Weaken the University**

The PIG's proposal would seriously undermine tenure at the University of Hawaii. This will weaken our reputation as the only R-1 institution in the state and make it harder for the University to attract and retain qualified faculty. This will have negative, long-term consequences for the University and the state.

### **The PIG Fails to Understand the Importance of All Faculty**

The PIG proposes to abolish Research (R), Specialist (S), and Extension (E) faculty completely. Under the PIG's plan, those of us with these faculty classifications would be converted into APT positions and would lose the tenure that we so diligently worked for and earned. Tenure is not freely given away. Faculty go through a very rigorous process to be awarded tenure and, once granted, are required to complete a post-tenure review every five years.

The PIG fundamentally fails to understand a basic principle that should have been made evident by the pandemic -- that teaching and learning do not only occur within the walls of the classroom. The PIG is especially targeting so-called "non-instructional" faculty (E, R, and S), whose very jobs are on the chopping block. The PIG fails to recognize the countless ways that E, R, and S faculty are integral to the teaching and research mission of the university. "Non-instructional" faculty DO teach our students, both in and out of the traditional classroom space. Additionally, we provide unique and valuable contributions to the University and the community at large. The PIG's disregard for the E, R, and S Faculty as subject matter experts in their particular fields and professions is insulting and demoralizing.

For all of these reasons, I urge you to **vote against** the proposal from the Tenure Permitted Interaction Group (PIG).

Sincerely  
Allison Yap

--

Allison Yap  
Assistant Faculty Specialist  
National Student Exchange Program  
*Gender pronouns: She, Her, Hers*

University of Hawai'i at Mānoa

Office of Global Engagement  
2600 Campus Road QLCSS Room 406  
Honolulu, HI 96822  
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Instagram: nse.uhm



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## Report of the Tenure Permitted Interaction Group

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Sarah Akina <inouyes@hawaii.edu>  
To: bor.testimony@hawaii.edu

Wed, Oct 20, 2021 at 1:09 AM

Aloha kākou,

My name is Sarah Akina and I am an Instructor/Counselor and director of the Paipai o Ko'olau Program at Windward Community College, which is responsible for helping individuals in the community who "don't think college is possible" come to college and successfully earn a certificate/degree. I have been employed in the UH system for 12 years.

I am submitting this testimony to urge you to VOTE NO regarding the report from the Tenure Task Group. The following will provide additional information as to why I am urging you to VOTE NO.

From reading the Tenure Task Group's original charge and their final recommendations, it seems like they have gone beyond the scope of it's original purpose. I would hope that if the group's responsibility were to review and potentially remove tenure from current faculty members/positions, they should include said faculty in this discussion. There are very diverse roles of non-instructional faculty and it is critical to understand each and how they all play a vital role in our students' education and success. I want to speak to the unique role of non-instructional faculty at the community college and academic counselors.

Tenure is a crucial component of college faculty positions, providing not just stature, but more importantly, academic freedom and continuity of high quality professionals. Most will focus on instructional faculty's academic freedom, publishing research or discussing controversial issues. For non-instructional faculty, academic freedom directly benefits the student. Academic counselors work with the students outside of the classroom. They understand both the academic barriers that students face and the personal obstacles that hinder their success. With the security of tenure, academic counselors are able to advocate for students especially when there are gaps in institutional policies, procedures, and supports. And as tenured faculty, students and the institution are guaranteed that academic counselors will be there to implement and sustain programming for student success.

The charge of the community college is to meet the needs of their community. Academic counselors in the University of Hawaii Community College System wear many hats in order to support this mission. As the director of Paipai o Ko'olau (a 13th Year Initiative program), I write, implement, and manage multiple grants and work closely with our community partners. The relationships we build provide opportunities to implement innovative practices rooted in the community, adapting to our ever-changing climate.

Without tenure, the academic counselor will face challenges advocating for the students' best interests. Without tenure, the college's connections to the community and local organizations will be hindered. Without tenure, academic counselor positions will be less attractive for the most qualified professionals. Without tenure, there is a high probability that the amount of non-instructional faculty will decrease, but workload will not. Who will pick up the workload? Or more likely, what will the campus lose?

Non-instructional faculty are equals with their instructional peers and deserve the same rights and benefits. Keeping tenure is a vital component of the profession and imperative for student success. It is because of this, I am urging you to VOTE NO on the report from the Tenure Task Group.

Mahalo nui loa for your time and consideration,  
Sarah Akina EdD, MSW

--

Sarah Akina, EdD, MSW  
Paipai o Ko'olau  
Assistant Professor, Program Director and Counselor  
Windward Community College  
Phone (808) 235-7326  
Fax (808) 235-7414  
[inouyes@hawaii.edu](mailto:inouyes@hawaii.edu)



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## Opposition to Permitted Interaction Group Report and the Elimination of Tenure of Agent and Specialist Faculty”

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Marilyn Albertson <mkalbertson2@gmail.com>

Wed, Oct 20, 2021 at 6:13 AM

To: bor.testimony@hawaii.edu

October 20, 2021

To Whom It May Concern:

Subject:

**“I Opposition to Permitted Interaction Group Report and the Elimination of Tenure of Agent and Specialist Faculty”**

This testimony is to oppose the recommendations made by the Permitted Interaction Group which proposes the elimination of tenure and tenure-track status for all Extension Agent and Specialist faculty at the University of Hawai‘i at Mānoa.

As a retired and emeritus tenured Extension Associate Professor (Agent faculty member) with Utah State University Extension (USU E), I have had considerable experience with the tenure process. In my 35 years at USU E, and in my work with counterparts at other Land-Grant Universities (LGU) across the country, I have seen the Tenure system work very effectively.

Agent faculty fulfill all three missions of LGUs: instruction, research, and extension and provide a critical link between communities and their LGU. The tenure-track process sets a trajectory for long term productivity which includes developing and implementing research-based instructional curricula; securing external funds; conducting critical applied research which benefits communities, families, and agriculture producers; as well as recruiting future students to the university.

Eliminating tenure status of Agent and Specialist faculty will negatively impact UH Mānoa’s ability to fulfill its Land-Grant mission and secure external applied research grants. At a time when budgets at public institutions are shrinking, creating barriers to successfully securing external funds is very short-sighted.

Extension tenured Agent and Specialist faculty at Utah State University, have secured millions of research dollars, benefiting the USU Extension System and Utah State University as a whole, further strengthening the University’s reputation across the nation. It has provided funding for additional faculty to be hired, programs to be developed and funded, further supporting, and providing resources to meet the needs of the local communities under our umbrella and across the country

Having UH Extension Agent and Specialist faculty progress through the rigors of the tenure process improves overall performance, knowledge base, and scholarly expertise of the faculty. This enhances their reputation as academic and research professionals when seeking external funding, partnering with other UH University counterparts, and other LGU faculty across the nation.

I strongly encourage you to continue the Tenure at UH Mānoa for Agent and Specialist Faculty.

Sincerely,

*Marilyn King Albertson*

Marilyn King Albertson

Utah State University Extension Associate Professor Emeritus

[Marilyn.albertson@usu.edu](mailto:Marilyn.albertson@usu.edu)

[Mkalbertson2@gmail.com](mailto:Mkalbertson2@gmail.com)



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## Report of the Tenure Permitted Interaction Group

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Luukia Archer <archer@hawaii.edu>  
To: bor.testimony@hawaii.edu

Wed, Oct 20, 2021 at 7:53 AM

To the University of Hawai'i Board of Regents,

My name is Lu'ukia Archer and I am an Associate Professor in Hawaiian Studies at Leeward Community College. I am submitting this written testimony in opposition to the report of the Tenure Task Group. The report proposes eliminating tenure for faculty who are not providing direct instruction, with the exception of librarian faculty, and eliminating the current C classification for community college faculty and placing them in a category that requires research and scholarship, which would pull the instructional faculty out of the classroom. I am asking the Board of Regents to vote no on accepting the report of the Tenure Task Group.

As an instructional faculty member, I have the following concerns:

- I believe that the roles and responsibilities of non-instructional faculty members are critical to the success of students
- The roles and responsibilities of non-instructional faculty absorb various aspects of supporting students which ultimately supports my ability to focus on teaching
- The work of non-instructional faculty would not go away, and I do not have additional time nor expertise to absorb all of the duties and responsibilities that non-instructional faculty provide
- The proposal to eliminate tenure for non-instructional faculty would inherently decrease the number of positions, leading to a reduction in the quality of support services to students
- Support services to students that are provided by non-instructional faculty will be reduced, which is of particular importance at the community college level, where the student population requires more support for academic success
- Community colleges and support staff are critical to State initiatives like [55 by '25](#) that emphasize the importance of post-secondary education that often begins at the two-year institutions. The pandemic has only highlighted the disparities between college-graduate and high school graduates; thus post-secondary education that includes college and career counseling provided by our non-instructional faculty is critical to the economic and social health of our State.
- Non-instructional faculty are being disregarded as subject matter experts in their professions. These professions require advanced degrees to serve the needs of students with disabilities, student development, student identity, student exploration of careers and majors, first-year students, returning adult students, mental health, instructional design, library science, and more. Advanced degrees in these professions are not typically held by instructional faculty, as they are subject matter experts in their own areas of expertise and rely on non-instructional faculty to meet student needs in these areas.

Regarding the report from the Tenure Task Group, I am most concerned that:

- No community college or four year institution faculty were involved in the process and discussions with the Tenure Task Group
- The report appears to have gone beyond the scope the regents asked for at the February 2021 meeting, which was specifically to review and investigate the issue of tenure (history, purpose); look

outside of UH (evolution of, current views and developments on tenure) and at UH itself (the current process, criteria, and decision making on tenure).

- The report states that the proposed changes might improve the tenure classification system, but it does not explicitly state how these proposed changes would do that, nor was any data provided to substantiate these claims
- Community College faculty will be required to shift their focus to research, which inherently takes away from the essential services that both instructional and non-instructional faculty provide, and would require a substantial additional cost to the college as the instructional faculty would need course release time to handle this new set of requirements
- The services non-instructional faculty provide have been deemed as non-essential and not worthy of being a constant service at our colleges
- The periodic review process is proposed to be modified, and will involve administration approval, which deviates from the faculty-driven developmental process that is supported by the Hawaii Labor Relations Board

Thank you for your time, and again I am asking that you VOTE NO on the report from the Tenure Task Group.

--

Aloha,

Lu'ukia Archer, PhD

Associate Professor  
Hawaiian Studies Program Coordinator  
Leeward Community College  
DA 104 B

Office: (808) 455-0660  
Email: [archer@hawaii.edu](mailto:archer@hawaii.edu)

## Public Testimony Form - University of Hawaii Board of Regents

*Please provide your testimony on this form for the next University of Hawaii Board of Regents meeting. Make sure you include all the requested information so that the Board of Regents is able to clearly understand the testimony provided.*

Your Name (required) \*

Rosiana (Nani) Azman

Your Organization (optional)

UH Maui College

Your e-mail address (in case we need to reach you) \*

rosiana@hawaii.edu

Board of Regents Agenda Item (required) \*

OTHER

OTHER (Please describe) \*

PIG

Your Position (required) \*

Oppose

Your Testimony/Comments

I strongly oppose the changes to tenure recommended by the PIG. Attached please find my written testimony.



October 19, 2021

To the Board of Regents of the University of Hawai'i:

I wish to add my voice to those of my many colleagues and friends across the University of Hawai'i System in opposition to the changes to faculty tenure and classification in the report of the Tenure Permitted Interaction Group. As I read through the testimony submitted thus far, I can see that many have already pointed out the flaws in premise, procedure, and purpose of the PIG. I could also point out those flaws, but as a Professor at the University of Hawai'i Maui College, I feel what is necessary is a small lesson in the history of psychology.

Structuralism was of the earliest schools of thought in psychology. It tried to understand consciousness by breaking it down into basic element. Functionalism developed as a response to structuralism. Rather than trying to focus on that which made up consciousness, functionalists preferred to study how the mind worked, especially in different settings. For my students in my introductory psychology classes, I tell them that the easiest way to understand these two theories is to look at the roots of the words. Structuralists care about the structure, or parts, of the mind, whereas functionalists care more about the function, or purpose, of the mind.

At this point in the lesson, I ask students to come up with three salient features of a car. Almost always, students mention the engine, the tires, and the steering wheel. If a vehicle has those three parts, even if they don't work, the structuralists would call it a car. The functionalists, on the other hand, focus on whether that vehicle can get someone from point A to point B, as that is the function of the car.

To continue the example for my testimony, I see the Regents and the Administration as the engine of the car, the teaching faculty as the tires, and the non-teaching faculty (counselors, learning and outreach center faculty, etc.) as the steering wheel. The student is in the driver's seat. Without the engine, the car will not run. The student needs the power of that engine to get them through their educational journey. Teaching faculty are where the rubber meets the road, which is why we are the tires. The student relies on us to support them, to help them to manage their journey, and to help them absorb some of the bumps along the way. The non-teaching faculty work closely with the students to provide hands on interaction, without which the educational journey would be nearly impossible to navigate.

The PIG's attempt to dissolve tenure for non-teaching and non-research faculty essentially implies that those faculty are not an important part of the student's educational journey. As a community college professor, not many of my students have a journey that is a straight road. The bumps and turns of life often complicate the student's path, and without that steering wheel, the students stand little chance of making it to the end of the road.

Much as the functionalists questioned the point of understanding the parts of the mind, I question why the PIG is treating parts of the faculty differently. If our purpose as a university is to educate our students and support our communities, then we need the university in its entirety to do so.

Thank you for your consideration,

A handwritten signature in black ink, appearing to read 'Rosiana'.

Rosiana (Nani) Azman, PhD



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## Testimony against PIG

1 message

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**Ashley Biddle** <ammorris@hawaii.edu>  
To: bor.testimony@hawaii.edu

Wed, Oct 20, 2021 at 7:11 AM

To the University of Hawai'i Board of Regents,

My name is Ashley Biddle and I am an Instructor in the Social Sciences division (Psychology & Human Dev) at Leeward Community College. I have been employed in the UH system for approximately 10 years, first as a graduate assistant at UHM, then as a lecturer at both UHM and LCC, and now on the tenure track at LCC.

I am submitting this written testimony in opposition to the report of the Tenure Task Group. The report proposes eliminating tenure for faculty who are not providing direct instruction, with the exception of librarian faculty, and eliminating the current C classification for community college faculty and placing them in a category that requires research and scholarship, which would pull the instructional faculty out of the classroom. I am asking the Board of Regents to vote no on accepting the report of the Tenure Task Group.

As an instructional faculty member, I have the following concerns:

- I believe that the roles and responsibilities of non-instructional faculty members are critical to the success of students.
- The roles and responsibilities of non-instructional faculty absorb various aspects of supporting students which ultimately supports my ability to focus on teaching.
- The work of non-instructional faculty would not go away, and I do not have additional time nor expertise to absorb all of the duties and responsibilities that non-instructional faculty provide. Are we planning to reduce my teaching load to accomplish this? Will I be provided with TAs?
- The proposal to eliminate tenure for non-instructional faculty would inherently decrease the number of positions, leading to a reduction in the quality of support services to students, which I see as very necessary to the success of my students.
- Support services to students that are provided by non-instructional faculty will be reduced, which is of particular importance at the community college level, where the student population requires more support for academic success.
- Community colleges and support staff are critical to State initiatives like [55 by '25](#) that emphasize the importance of post-secondary education that often begins at the two-year institutions. The pandemic has only highlighted the disparities between college-graduate and high school graduates; thus post-secondary education that includes college and career counseling provided by our non-instructional faculty is critical to the economic and social health of our State.
- Non-instructional faculty are being disregarded as subject matter experts in their professions. These professions require advanced degrees to serve the needs of students with disabilities, student development, student identity, student exploration of careers and majors, first-year students, returning adult students, mental health, instructional design, library science, and more. Advanced degrees in these professions are not typically held by instructional faculty, as they are subject matter experts in their own areas of expertise and rely on non-instructional faculty to meet student needs in these areas.

Regarding the report from the Tenure Task Group, I am most concerned that:

- No community college or four year institution faculty were involved in the process and discussions with the Tenure Task Group.
- The report appears to have gone beyond the scope the regents asked for at the February 2021 meeting, which was specifically to review and investigate the issue of tenure (history, purpose); look outside of UH (evolution of, current views and developments on tenure) and at UH itself (the current process, criteria, and decision making on tenure).
- The report states that the proposed changes might improve the tenure classification system, but it does not explicitly state how these proposed changes would do that, nor was any data provided to substantiate these claims.
- Community College faculty will be required to shift their focus to research, which inherently takes away from the essential services that both instructional and non-instructional faculty provide, and would require a substantial additional cost to the college as the instructional faculty would need course release time to handle this new set of requirements.
- The services non-instructional faculty provide have been deemed as non-essential and not worthy of being a constant service at our colleges.

Thank you for your time, and again I am asking that you VOTE NO on the report from the Tenure Task Group.

Sincerely,

Ashley M. Biddle, PhD (Manoa '17)  
Instructor & Discipline Coordinator, PSY and HDF5  
Leeward CC



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## Report of the Tenure Permitted Interaction Group

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**Samantha Bowe** <ss30@hawaii.edu>  
To: bor.testimony@hawaii.edu

Wed, Oct 20, 2021 at 7:52 AM

To the University of Hawai'i Board of Regents,

My name is Samantha Bowe and I am an Associate Professor of Mathematics in the STEM department at UH Maui College. I have been employed in the UH system for approximately 11 years.

I am submitting this written testimony in opposition to the report of the Tenure Task Group. The report proposes eliminating tenure for faculty who are not providing direct instruction, with the exception of librarian faculty, and eliminating the current C classification for community college faculty and placing them in a category that requires research and scholarship, which would pull the instructional faculty out of the classroom. I am asking the Board of Regents to vote no on accepting the report of the Tenure Task Group.

As an instructional faculty member, I have the following concerns:

- I believe that the roles and responsibilities of non-instructional faculty members are critical to the success of students
- The roles and responsibilities of non-instructional faculty absorb various aspects of supporting students which ultimately supports my ability to focus on teaching
- The work of non-instructional faculty would not go away, and I do not have additional time nor expertise to absorb all of the duties and responsibilities that non-instructional faculty provide
- The proposal to eliminate tenure for non-instructional faculty would inherently decrease the number of positions, leading to a reduction in the quality of support services to students
- Support services to students that are provided by non-instructional faculty will be reduced, which is of particular importance at the community college level, where the student population requires more support for academic success
- Community colleges and support staff are critical to State initiatives like [55 by '25](#) that emphasize the importance of post-secondary education that often begins at the two-year institutions. The pandemic has only highlighted the disparities between college-graduate and high school graduates; thus post-secondary education that includes college and career counseling provided by our non-instructional faculty is critical to the economic and social health of our State.
- Non-instructional faculty are being disregarded as subject matter experts in their professions. These professions require advanced degrees to serve the needs of students with disabilities, student development, student identity, student exploration of careers and majors, first-year students, returning adult students, mental health, instructional design, library science, and more. Advanced degrees in these professions are not typically held by instructional faculty, as they are subject matter experts in their own areas of expertise and rely on non-instructional faculty to meet student needs in these areas.

Regarding the report from the Tenure Task Group, I am most concerned that:

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outside of UH (evolution of, current views and developments on tenure) and at UH itself (the current process, criteria, and decision making on tenure).

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- The services non-instructional faculty provide have been deemed as non-essential and not worthy of being a constant service at our colleges.
- The periodic review process is proposed to be modified, and will involve administration approval, which deviates from the faculty-driven developmental process that is supported by the Hawaii Labor Relations Board.

Thank you for your time, and again I am asking that you VOTE NO on the report from the Tenure Task Group.

Sincerely,

--

Samantha Bowe 😊

*"If you get tired, learn to rest, not to quit." ~ Banksy (used by a student Spring 2021 in a Growth Mindset post)*

*"Judging a person does not define who they are. It defines who you are." — Jonathan Kestenbaum*

*"Be nice to people... maybe it'll be unappreciated, unreciprocated, or ignored, but spread the love anyway. We rise by lifting others."*

*— Germany Kent*

*"Kindness is always fashionable, and always welcome." - Amelia Barr*

Samantha Bowe

Associate Professor - Mathematics

University of Hawaii Maui College

[ss30@hawaii.edu](mailto:ss30@hawaii.edu)

(808) 984 - 3383



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## Written Testimony

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Jessica Choi <choi@hawaii.edu>  
To: bor.testimony@hawaii.edu

Wed, Oct 20, 2021 at 6:02 AM

To the University of Hawai'i Board of Regents,

My name is Jessica H. Choi and I am an Assistant Professor in the Arts and Humanities Department at Leeward Community College. I have been employed in the UH system for approximately 15 years.

I am submitting this written testimony in opposition to the report of the Tenure Task Group. The report proposes eliminating tenure for faculty who are not providing direct instruction, with the exception of librarian faculty, and eliminating the current C classification for community college faculty and placing them in a category that requires research and scholarship, which would pull the instructional faculty out of the classroom. I am asking the Board of Regents to vote no on accepting the report of the Tenure Task Group.

As an instructional faculty member, I have the following concerns:

- I believe that the roles and responsibilities of non-instructional faculty members are critical to the success of students
- The roles and responsibilities of non-instructional faculty absorb various aspects of supporting students which ultimately supports my ability to focus on teaching
- The proposal to eliminate tenure for non-instructional faculty would inherently decrease the number of positions, leading to a reduction in the quality of support services to students
- Support services to students that are provided by non-instructional faculty will be reduced, which is of particular importance at the community college level, where the student population requires more support for academic success
- Community colleges and support staff are critical to State initiatives like 55 by '25 that emphasize the importance of post-secondary education that often begins at the two-year institutions. The pandemic has only highlighted the disparities between college-graduate and high school graduates; thus post-secondary education that includes college and career counseling provided by our non-instructional faculty is critical to the economic and social health of our State.
- Non-instructional faculty are being disregarded as subject matter experts in their professions. These professions require advanced degrees to serve the needs of students with disabilities, student development, student identity, student exploration of careers and majors, first-year students, returning adult students, mental health, instructional design, library science, and more. Advanced degrees in these professions are not typically held by instructional faculty, as they are subject matter experts in their own areas of expertise and rely on non-instructional faculty to meet student needs in these areas.

Regarding the report from the Tenure Task Group, I am most concerned that:

- No community college or four year institution faculty were involved in the process and discussions with the Tenure Task Group
- The report appears to have gone beyond the scope the regents asked for at the February 2021 meeting, which was specifically to review and investigate the issue of tenure (history, purpose); look outside of UH (evolution of, current views and developments on tenure) and at UH itself (the current process, criteria, and decision making on tenure).

- The report states that the proposed changes might improve the tenure classification system, but it does not explicitly state how these proposed changes would do that, nor was any data provided to substantiate these claims
- Community College faculty will be required to shift their focus to research, which inherently takes away from the essential services that both instructional and non-instructional faculty provide, and would require a substantial additional cost to the college as the instructional faculty would need course release time to handle this new set of requirements
- The periodic review process is proposed to be modified, and will involve administration approval, which deviates from the faculty-driven developmental process that is supported by the Hawaii Labor Relations Board

Thank you for your time, and again I am asking that you VOTE NO on the report from the Tenure Task Group.

Sincerely,

Jessica H. Choi  
Assistant Professor  
Leeward Community College

## Public Testimony Form - University of Hawaii Board of Regents

*Please provide your testimony on this form for the next University of Hawaii Board of Regents meeting. Make sure you include all the requested information so that the Board of Regents is able to clearly understand the testimony provided.*

Your Name (required) \*

Ross Egloria

Your Organization (optional)

Honolulu Community College

Your e-mail address (in case we need to reach you) \*

egloria@hawaii.edu

Board of Regents Agenda Item (required) \*

BOR VII.B. Final Report and Dissolution of the Tenure Permitted Interaction Group

Your Position (required) \*

Comments Only

### Your Testimony/Comments

I firmly oppose the report written by the BOR Tenure Permitted Interaction Group (PIG). I work at Honolulu Community College in a non-instructional position and it was disheartening to see the recommendation to completely eliminate the class C - Community College faculty classification altogether as well as demote all non-instructional faculty who are not classified as Librarians to be ineligible for Tenure. It is a misconception that non-instructional faculty are not engaged in direct instruction with students. Non-instructional faculty may not be teaching credit courses but that does not mean we do not engage with students on a daily basis. Counselors and student services personnel provide students with life skills, some of which students say helped them more to succeed in life than their undergraduate education. Career service, retention specialists, and instructional design faculty in academic support roles provide a bevy of skills to both students and faculty on a daily basis. The academic freedoms that Tenure provides allows non-instructional faculty to be

the balance to administrative power, especially during summer months when our instructional peers get a much-deserved break. With Tenure, we are able to speak up against questionable policies, unfair practices, or poor decisions, no matter who solicits or initiates them. To achieve Tenure is such a rigorous process that to obtain it, you truly do have to withstand a thorough examination by your peers across the system. Keeping Tenure, for all classifications of faculty, including non-instructional, is important to retain the best and brightest to continue to keep the University of Hawaii system a well-regarded and well-respected system of Higher Learning opportunities. Thank you for your time and consideration.

### Your Testimony (pdf or word)

No file attached

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## Actions

Close

Export



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## Report from the Tenure Task Group

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**Alphie Garcia** <alphie@hawaii.edu>  
To: bor.testimony@hawaii.edu

Wed, Oct 20, 2021 at 6:28 AM

To the University of Hawai'i Board of Regents,

My name is Alphie Garcia and I am writing to you today to oppose the report of the Tenure Task Group. The report's proposal that tenure be eliminated from non-instructional faculty is wrong-headed and ultimately damaging to the University of Hawai'i system. I am asking the Board of Regents to vote no on accepting the report of the Tenure Task Group.

I have been with the university for 9 years and have known many exceptional non-instructional faculty members; I've witnessed the quality of their work and I know the positive impact on my institution. These non-instructional faculty members are absolute rock stars that the university depends on to fulfill its mission to serve the students in our community. I've sat on both Faculty Personnel Committees and Tenure and Promotion Review Committees where I've reviewed their work. My experiences from these committees elucidated the strengths of the tenure review system. I have sat on many committees where we've recommended acceptance and denial of tenure. It has never been my experience that the tenure review process is a rubber stamp approval that guarantees tenure for life. The idea that seems like a complete misconception of the multiple forms of review done to even get to the already rigorous tenure process. Those successful tenure applications of non-instructional faculty are passed because they show tremendous value to the institution and to the university system as a whole. Non-instructional faculty are required to prove that they deserve tenure, just the same as an instructional faculty.

The Tenure Task Group was short-sighted and will have an impact on the hiring and retention of quality candidates. The impact will be far reaching. The areas of biggest concern:

- No faculty were involved in the process and discussions with the Tenure Task Group; how can the Tenure Task Group make these recommendations in good faith without at least including someone from the constituency most likely to be affected?
- The "C" classification of community college faculty was not mentioned in the report, despite the UHCCs being the majority of the UH system
- Non-instructional faculty are being disregarded as subject matter experts in their professions. These professions require advanced degrees to serve the needs of students with disabilities, student development, student identity, student exploration of careers and majors, first-year students, returning adult students, mental health, instructional design, library science, and more. Advanced degrees in these professions are not typically held by instructional faculty, as they are subject matter experts in their own areas of expertise and rely on non-instructional faculty to meet student needs in these areas.
- The report appears to have gone beyond the scope the regents asked for at the February 2021 meeting, which was specifically to review and investigate the issue of tenure (history, purpose); look outside of UH (evolution of, current views and developments on tenure) and at UH itself (the current process, criteria, and decision making on tenure).
- The report states that the proposed changes might improve the tenure classification system, but it does not explicitly state how these proposed changes would do that, nor was any data provided to support these claims. What considerations are being given to retention and recruitment of qualified

candidates? What effect will this action have on the retention of students who often work directly with non-instructional faculty? We don't know because the Tenure Task Group didn't even attempt to answer these questions.

- Community College faculty will be required to shift their focus to research, which inherently takes away from the essential services that both instructional and non-instructional faculty provide
- Support services to students that are provided by non-instructional faculty will be reduced, which is of particular importance at the community college level, where the student population requires more support
- Community colleges and support staff are critical to State initiatives like [55 by '25](#) that emphasize the importance of post-secondary education that often begins at the two-year institutions. The pandemic has only highlighted the disparities between college-graduate and high school graduates; thus post-secondary education that includes college and career counseling provided by our non-instructional faculty is critical to the economic and social health of our State.
- The periodic review process is proposed to be modified, and will involve administration approval, which deviates from the faculty-driven developmental process that is supported by the Hawaii Labor Relations Board.
- Tenured faculty have a contract with the University, and the report does not address the legal matters that would arise, nor a plan for the legal costs associated with the proposed changes

For the reasons listed above, I encourage you to please VOTE NO to the proposal of the Tenure Task Group.

Sincerely,

Alphie Garcia

Librarian

University of Hawai'i - West O'ahu



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## BOR Testimony for today's Meeting

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**Christine Hanakawa** <chanakaw@hawaii.edu>  
To: bor.testimony@hawaii.edu

Wed, Oct 20, 2021 at 8:02 AM

Aloha,  
Please see my attached testimony for today's BOR Meeting.  
Thank you!  
Sincerely,  
Christine Hanakawa

--  
Christine Hanakawa  
Oahu County 4-H Assistant Extension Agent

Cooperative Extension Service  
College of Tropical Agriculture Human Resources

University of Hawaii at Manoa  
[1955 East West Rd. #217](#)  
Honolulu, HI 96822

Office: (808) 956-7196  
Email: [chanakaw@hawaii.edu](mailto:chanakaw@hawaii.edu)  
Website: <http://manoa.hawaii.edu/ctahr/4h/>  
Facebook: <https://www.facebook.com/pg/oahu4h/>



# 4-H GROWS HERE



**Testimony on the Tenure Permitted Interaction Group CHanakawa.docx**  
16K

## Testimony on the Tenure Permitted Interaction Group Report

Aloha Board of Regents,

I am writing as a concerned Faculty member who started several months prior to the COVID-19 pandemic started. My work with youth, families, volunteers including college students, community partners, and colleagues has provided responsibilities in continuing positive youth development programs to be adapted for in-person, virtual and hybrid hands-on learning deliveries; providing resources and tools for afterschool programs; building relationships and collaborations; writing and submitting grants; and providing support for our future college students. My continuous dedication on promoting the University through outreach, especially with youth and their families, has brought necessary partnerships and collaborations to move forward during a time of many limitations.

As a parent of a middle and high school student, I know that we need to prepare youth to reach their full potential to become caring productive members of society. I feel that education, whether it is formal or non-formal learning, continues from K-12 schools to post-secondary institutions and during the workforce.

I do not support the following changes recommended by the Permitted Interaction Group:

1. The elimination of tenure and tenure-track status for all Agent and Specialist faculty,
2. The elimination of the Specialist faculty classification (“S”),
3. The elimination of the Agent faculty classification (“A”),
4. The creation of a new faculty classification of “Support Faculty and Agents” (FSE),
5. Tenured faculty will participate in a periodic re-tenure process.

Extension Specialist positions at Land-Grant Universities (LGU) on the mainland are tenured or tenure-track. Most Agents affiliated with LGUs are also tenured or have similar status which protects their academic freedom. Those LGUs which offer tenure status to Agents have established significant requirements prior to being awarded (instruction, applied research, scholarship, grants, service) and have some of the most productive Agent faculty, particularly as it relates to scholarship, the acquisition of externally funded grants. Elimination of tenure would negatively impact recruitment and retention of both Specialist and Agent faculty. They could go to another LGU that offers. The impact of Specialists and Agents possibly leaving will increase issues of spending financial and time-consuming resources to fill their positions, requiring additional work for faculty, staff, and administrators.

Eliminating tenure track categories do not appear to be data driven

Nationally, “Specialist” and/or “Extension Specialist” and “Agent” and/or “Extension Agent” are standard faculty classification at LGUs. Using the new faculty classification such as FSE is not nationally recognized by LGUs.

Tenured faculty already participate in a periodic review (every 5 years). This review process is not broken. To my knowledge, no other university requires tenured faculty to a re-tenure process every 5 years. This requirement would negatively impact faculty retention. Tenured faculty could go to another university and only have to go through tenure one time (not every 5 years). In addition, reviewing each faculty with no tenure every year is time consuming and not economical. It takes faculty and

administrators away from the real focus of their work—with the research, students, families, and community.

Please support our UH faculty and get to really know us. Extension Agents and Specialists are focused with community outreach and are the frontline of the college to our key stakeholders who are the youth and families in our local communities. We are open to learning from one another so that we can work together to develop an ideal University that our local students will choose to attend.

I humbly appreciate your time to read the voice from a faculty member who engages Hawaii's youth as a "whole child" and provides opportunities for them to become outstanding young adults!

Sincerely,

Christine Hanakawa



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## Testimony Opposing the PIG Report

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**Pi'ikea Hardy-Kahaleoumi** <annahk@hawaii.edu>  
To: bor.testimony@hawaii.edu

Wed, Oct 20, 2021 at 12:41 AM

To the University of Hawai'i Board of Regents,

Please find attached my written testimony opposing the report of the Tenure Task Group.

Thank you,

--

Pi'ikea Hardy-Kahaleoumi  
Native Hawaiian Counselor/Associate Professor, CC  
Kīpuka, Native Hawaiian Center at Pu'uloa  
University of Hawaii Community Colleges  
Leeward Community College  
[96-045 Ala 'Ike](#)  
[Pearl City, Hawai'i 96782](#)  
Phone: (808) 455-0314  
Fax : (808) 454-8804

Since we all have the same parents, we are all 'ohana (family). Since Papa and Wākea are living, everything is living, conscious, and communicating. We include wind, rain, light, shadows, rocks, fire and sounds. We have relearned that all of the natural elements are la'a (sacred). No laila (therefore), we cannot destroy, degrade, contaminate, pollute, and waste. We must protect, conserve, preserve, restore, and sustain our la'a environment for all hanauna (generations) to come.

Dr. Kekuni Blaisdell



**Testimony Opposing PIG Report.docx**

17K

To the University of Hawai'i Board of Regents,

My name is Anna Pi'ikea Hardy-Kahaleoumi and I am submitting this written testimony in opposition to the report of the Tenure Task Group. The report proposes eliminating tenure for faculty who are not providing direct instruction, with the exception of librarian faculty. I am asking the Board of Regents to vote no on accepting the report of the Tenure Task Group.

As a non-instructional faculty member, I am a counselor and I believe that my profession is deserving of tenure. I have been employed in the UH system for almost 15 years.

Regarding the report from the Tenure Task Group, and the potential subsequent impact, I am most concerned that:

- No faculty were involved in the process and discussions with the Tenure Task Group
- The "C" classification of community college faculty was not mentioned in the report, despite the UHCCs being the majority of the UH system
- Non-instructional faculty are being disregarded as subject matter experts in their professions. These professions require advanced degrees to serve the needs of students with disabilities, student development, student identity, student exploration of careers and majors, first-year students, returning adult students, mental health, instructional design, library science, and more. Advanced degrees in these professions are not typically held by instructional faculty, as they are subject matter experts in their own areas of expertise and rely on non-instructional faculty to meet student needs in these areas.
- The report appears to have gone beyond the scope the regents asked for at the February 2021 meeting, which was specifically to review and investigate the issue of tenure (history, purpose); look outside of UH (evolution of, current views and developments on tenure) and at UH itself (the current process, criteria, and decision making on tenure)
- The report states that the proposed changes might improve the tenure classification system, but it does not explicitly state how these proposed changes would do that, nor was any data provided to support these claims
- Community College faculty will be required to shift their focus to research, which inherently takes away from the essential services that both instructional and non-instructional faculty provide
- Support services to students that are provided by non-instructional faculty will be reduced, which is of particular importance at the community college level, where the student population requires more support
- Community colleges and support staff are critical to State initiatives like [55 by '25](#) that emphasize the importance of post-secondary education that often begins at the two-year institutions. The pandemic has only highlighted the disparities between college-graduate and high school graduates; thus post-secondary

education that includes college and career counseling provided by our non-instructional faculty is critical to the economic and social health of our State.

- The periodic review process is proposed to be modified, and will involve administration approval, which deviates from the faculty-driven developmental process that is supported by the Hawaii Labor Relations Board
- Tenured faculty have a contract with the University, and the report does not address the legal matters that would arise, nor a plan for the legal costs associated with the proposed changes

Thank you for your time, and again I am asking that you VOTE NO on the report from the Tenure Task Group.

Sincerely,

*Anna P. Hardy-Kahaleoumi*

Anna Pi'ikea Hardy-Kahaleoumi  
Native Hawaiian Counselor/Associate Professor  
Leeward Community College

## Public Testimony Form - University of Hawaii Board of Regents

*Please provide your testimony on this form for the next University of Hawaii Board of Regents meeting. Make sure you include all the requested information so that the Board of Regents is able to clearly understand the testimony provided.*

Your Name (required) \*

Ulla Hasager

Your Organization (optional)

University of Hawaii at Manoa

Your e-mail address (in case we need to reach you) \*

ulla@hawaii.edu

Board of Regents Agenda Item (required) \*

BOR VII.B. Final Report and Dissolution of the Tenure Permitted Interaction Group

Your Position (required) \*

Oppose

Your Testimony/Comments

October 20, 2021

To:

Randolph G. Moore, Chair of the UH Board of Regents

From:

Ulla Hasager, PhD, Director of Civic Engagement for the College of Social Sciences and affiliate instructional faculty with Departments of Ethnic Studies, Pacific Islands Studies, and Political Science Indigenous Politics. Teaching also general CSS and cross-listed courses.

Re:

OPPOSITION TO REPORT OF PERMITTED INTERACTION GROUP ON TENURE, BOR POLICIES: RP9.201, RP9.202, RP9.213

Dear Chair Moore and Members of the Board of Regents:

The work of specialists at UHM is central to creating and maintaining the environment that supports the students throughout their academic journey.

The literature identifies the following components for professional/academic/personal wellbeing and educational success for students. The conclusions come from research focused on indigenous and underserved minoritized groups, but is applicable to all students.

- **sense of belonging:** to families, communities, nations; to campus; to majors & concentrations; to graduate work; to careers -- feel at home, supported, seen, and heard
- **sense of becoming:** students and leaders; scholars and change agents; professionals and community leaders; mentors and transmitters of knowledge (from own culture) --- knowing where to go, why, and how to get there
- **sense of place:** of Hawai'i as an indigenous place, of the university as a Hawaiian place of learning, of the campus through programs, campus life, curriculum, and co-curricular activities
- **sense of responsibility & reciprocity:** to families, communities, nations, people, environment, others' epistemologies and practices, and future generations

Taking these conclusions seriously would be that students are challenged academically, working with meaningful issues (and understanding why less obvious learning is helpful) and given opportunities to work to resolve them too, supported as a whole person all the way from recruitment to entry-level job, able to work cross-disciplinarily, and able to collaborate with and to respect and feel respected by not only peers, but everybody on campus.

Specialists (many who are also instructors) create exactly the educational environment and community context that is critical for student learning and for research at all levels from undergraduate students to faculty.

Let us keep and support this innovative and critical group of faculty. For the students, the faculty, the university, and the future of Hawai'i and our communities.

[Your Testimony \(pdf or word\)](#)

No file attached

## Actions

Close

Export



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## testimony

1 message

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**Jennifer Hawkins** <jenahawkins@gmail.com>  
To: bor.testimony@hawaii.edu

Wed, Oct 20, 2021 at 8:02 AM

Aloha University of Hawaii board of Regents:

My name is Jennifer Hawkins and I am the Edible Crops Extension Agent for UH Manoa CTAHR on the island of Molokai. I do not support the proposed changes to tenure status for Agent and Specialist faculty that were made by the Permitted Interaction Group. The purpose of tenure is to protect academic freedom so that faculty like myself may conduct applied agricultural research and disseminate quality non-biased research-based agricultural education without the fear of termination because of political or ideological views that disagree with science. In a state such as Hawaii which 1) relies on agricultural imports to feed the population and 2) is currently impacted by a disruption in the food supply chain resulting from a worldwide pandemic, proposed changes to the tenure status of professionals who support agriculture development and production in the state is short-sighted, particularly on a topic as critical as local food production.

The proposed changes to tenure status will also have a negative impact on recruitment for Agents and Specialist faculty in the future as tenure in Hawaii is often the draw for the top qualified candidates.

For these reasons, I don not support the Tenure PIG recommendation to eliminate tenure for Agent and Specialist faculty.

Respectfully submitted,  
Jennifer Hawkins  
UH CTAHR Jr. Extension Agent-Edible Crops



## VOTE NO on report from Tenure PIG

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betty ickes <ickes@hawaii.edu>

Wed, Oct 20, 2021 at 1:22 AM

To: "bor.testimony@hawaii.edu" <bor.testimony@hawaii.edu>

Sent from [Mail](#) for Windows



**VOTE NO on the Tenure PIG Report.pdf**  
297K

My name is Sania Fa'amaile Betty Ickes and I am an Associate Professor of History in the Division of Arts and Humanities at Leeward Community College. I urge you to VOTE NO on the report from the Tenure Permitted Interactive Group (PIG).

Instead of reading the PIG's report, I invite you, instead, to come to Leeward Community College and walk in the shoes of my students and those of the teams of professionals—Instructional and non-Instructional that support their learning. You will then appreciate the critical role that Non-instructional faculty play in the success of our students. Cherry is a Pacific Islander in her mid-20s. She wants to be a nurse. Cherry and her two younger siblings live with their elderly grandparents. Cherry is both mother and elderly caretaker. In the mornings, she feeds everyone, drops off her brother and sister at school, and then goes to her full time job as an office clerk. Sometimes during her lunch break, we meet on zoom to discuss course content and the progress on her Writing Intensive History Research project. She is always tired. After work, she picks up her siblings from A+plus after school care, fixes dinner for the family, and helps her siblings with their homework before she can get to her own school work.

Cherry completed her research paper: "The Historical Roots of Homelessness in Aotearoa NZ" and earned a passing grade. While she is overwhelmed with her caretaking responsibilities at home, she is well supported at Leeward CC by a team of professionals who are experts in their specialized fields; Cherry's team included a Resource Librarian, a Writing and Learning Resource Specialist, a Program Counselor, and an Associate Professor of History. As a team of tenured professionals, we provide a stable core of support for Cherry all our students. When students feel supported, they are more likely to stay enrolled, graduate, and/or transfer to University.

During the Covid 19 campus closures, it was team work that allowed our campus to quickly switch to Distance Education modality. Our EdTech Specialists at the Educational Technology and Media Center were instrumental in supporting Instructional faculty during the transition. They quickly organized a set of workshops and training sessions and provided templates for developing and managing Laulima classes. Because of our team of EdTech Specialists, our students' education was uninterrupted.

Even before Covid 19, our Tech Support team was always available for one-on-one consultations, in person and via telephone or zoom. To me, ergo to my students, Tech Support is evermore indispensable in the current climate of our health crisis. If we want to maintain the high caliber of talent we have in Tech Support; we must give them a sense of stability and show that we value their work. Tenure does that. Take tenure away, and we will dismantle this support system that is the hallmark of a quality education, and that ultimately benefits Hawai'i's students.

Without evidence, rhyme or reason, the PIG report devalues the contribution of non-Instructional faculty. By stripping tenure from these positions, the recommendations of the PIG will have a detrimental impact on the stability of support faculty, and consequently, the quality of the education we provide for our students. Proponents of the PIG are essentially saying that our students do not deserve the high caliber education that a stable, tenured team of professionals can provide.

If my students turned in a report like the one submitted by the Tenure PIG, I would assign it an "F" grade for the following reasons:

- The PIG did not follow instructions to include specific personnel in the committee;
- The PIG went beyond the assignment's stated purpose and scope;
- The PIG failed to provide data to justify its proposed changes; and
- The PIG failed to provide evidence-based, conclusive arguments as to how its proposals would improve the classroom experience of students at the University of Hawai'i's campuses.

Please, Vote NO on the report from the Tenure PIG.



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## My thoughts on the PIG's tenure recommendations

1 message

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**Helmut Kae** <helmut@hawaii.edu>  
To: bor.testimony@hawaii.edu

Wed, Oct 20, 2021 at 8:22 AM

To the University of Hawai'i Board of Regents,

My name is Helmut Kae and I am a professor in the Math and Sciences Division at Leeward Community College. I have been employed in the UH system for approximately 15 years.

I am submitting this written testimony in opposition to the report of the Tenure Task Group. The report proposes eliminating tenure for faculty who are not providing direct instruction, with the exception of librarian faculty, and eliminating the current C classification for community college faculty and placing them in a category that requires research and scholarship, which would pull the instructional faculty out of the classroom. I am asking the Board of Regents to vote NO on accepting the report of the Tenure Task Group.

As an instructional faculty member, I have the following concerns:

- I believe that the roles and responsibilities of non-instructional faculty members are critical to the success of students
- The roles and responsibilities of non-instructional faculty absorb various aspects of supporting students, which ultimately supports my ability to focus on supporting my students through my activities
- The proposal to eliminate tenure for non-instructional faculty would inherently decrease the number of positions, leading to a reduction in the quality of support services to students
- Support services to students that are provided by non-instructional faculty will be reduced
  - This is of particular importance at the community college level, where the student population requires more support for academic success
  - That said, all students benefit from the various support services, and they are vital to the earning of their degrees
- Community colleges and support staff are critical to State initiatives like 55 by '25 that emphasize the importance of post-secondary education that often begins at the two-year institutions.
- The pandemic has only highlighted the disparities between college-graduate and high school graduates; thus post-secondary education that includes college and career counseling provided by our non-instructional faculty is critical to the economic and social health of our State.

Thank you for your time, and again I am asking that you VOTE NO on the report from the Tenure Task Group.

Sincerely,

Helmut Kae  
Professor, Microbiology  
Leeward Community College

---

Helmut Kae, PhD  
(he/him/his)  
Professor, Microbiology  
Leeward Community College  
Math and Sciences Division, BS 106A  
[96-045 Ala Ike](tel:96-045-4141)  
[Pearl City, HI, 96782](tel:96-045-4141)  
(808) 455-0408

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## Testimony against the BOR Resolution on the “PIG on Tenure”, made public 9/10/21

1 message

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Lilikala Kame'elehiwa <lilikala@hawaii.edu>

Wed, Oct 20, 2021 at 6:41 AM

To: bor.testimony@hawaii.edu

Cc: Lawrence Gora <lgora@hawaii.edu>

 page1image61211248

October 20, 2021

To: Randolph G. Moore, Chairman of the UH BoR

Fr: Lilikalā Kame'elehiwa, PhD. Professor, Kamakakūokalani Center for Hawaiian Studies Hawai'inuiākea School of Hawaiian Knowledge, UHM

Re: **Testimony against the BOR Resolution on the “PIG on Tenure”, made public 9/10/21**

Aloha e Chairman Moore and the UH Board of Regents,

I come before you today as a tenured Native Hawaiian professor with 35 years of teaching experience at UH-Mānoa to ask that you **vote against the “PIG on Tenure” Resolution** which also proposes to consolidate all Tenured and Tenure-track faculty under a single “F” designation. I am Instructional faculty so why should I care? Here is why:

I am the first in my family to graduate from high school [KS70] since the 1893 American Military Overthrow of Queen Lili'uokalani. I am the first in my family to go to university and to achieve a BA [UHM Hawaiian Studies & Language 1980], an MA [UHM Pacific Island Studies 1982], and a PhD [UHM Hawaiian & Pacific History 1986]. I am certainly the first to become a tenured professor [1992] and I have had the privilege of being a founding member of the Kamakakūokalani Center for Hawaiian Studies, the UHM Kūali'i and UHS Pūko'a Councils and the Hawai'inuiākea School of Hawaiian Knowledge.

However, when I first came to UH-Mānoa 51 years ago in 1970, I only saw 3 other Hawaiian students on campus, and only 2 Hawaiian faculty members. By my third semester, in despair I dropped out of UHM, and went to work. I soon realized my economic prospects were bleak without higher education, and I returned to UHM determined to prepare myself for teaching about Ancestral Hawaiian Knowledge.

Over the past 51 years, both as a student and as a professor, I have worked hard to open pathways for more Native Hawaiians to come to UHM and be trained for educational and professional careers. **Where once we were less than 5% of students and less than 1% of faculty, we are now 16% of UHM students, and 6% of faculty. We Native Hawaiians also work as researchers, specialists and extension agents, many with tenure. All faculty know that we could not do our jobs without our colleagues support.**

The University of Hawai'i at Mānoa, an R1 University, has not only given me an excellent education; it has allowed me to lift my family out of the dire poverty that I was raised in. I would

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do anything to support the teaching, research, specialist and extension services that provides Higher Education for the people of Hawai'i, and especially for the Native Hawaiian people who have lived in these islands for 100 generations.

**I certainly hope that the UH BOR will join in supporting UH faculty and staff in our crucial mission, especially in face of pending climate change and its dire effects on our Hawaiian Islands. We really**

need to support our top researchers in this area for the future of our grandchildren living in Hawai‘i. **Please protect our tenure!**

**Our R1 University of Hawai‘i at Mānoa has been made great through the rigorous system of earned tenure that empowers academic freedom. Any attack on tenure at UHM for any member of our faculty, researchers, specialists and extension agents is an attack academic freedom and thus on excellent education for our people of Hawai‘i. I hope that you as the UH BOR will reject such a notion. Please vote down the PIG Report.**

Instead, let us have a deep discussion about how we save money for the university and for the legislature, that includes all sections of our academic community. I am willing to serve on that committee! I know that we could save \$40 M a year on electricity if we would only go solar, and I am only one person. Let’s ask the other 2,000+ brilliant minds at UHM for their ideas too. I bet all APT and Civil Service employees at UHM can make a list of money saving practices as well.

**Finally, I stand on the testimony presented by the UHM Kūali‘i Council that Tenure is critically important for retaining Native Hawaiian faculty, researchers, specialists and extension agents:**

“After reading through the materials from the report to the Board of Regents made public on 9/10/21, the Kūali‘i Council contends that **the recommendations of the PIG on Tenure, if adopted by the BoR, would cause irreparable harm to future recruitment and retention of faculty in all units and in particular to Native Hawaiians.** In addition, other student support services that are vital for academic success and wellness would be adversely impacted.

**The Kūali‘i Council therefore strongly requests that the PIG recommendations on Tenure NOT be adopted by the BoR.”**

Mahalo nui loa,

Lilikalā Kame‘eleihiwa, PhD  
Professor and Brandt Chair of Comparative Polynesian Studies Kamakakūokalani Center for Hawaiian Studies Hawai‘inuiākea School of Hawaiian Knowledge  
University of Hawai‘i at Mānoa  
[2645 Dole Street](#), 103E  
Honolulu, Hawai‘i 96744  
Cell: 808-753-5826  
Web: AVAkonohiki.org

Zoom: 762 966 5713



UNIVERSITY  
of HAWAII  
MĀNOA

October 20, 2021

To: Randolph G. Moore, Chairman of the UH BoR  
Fr: Lilikalā Kameʻeleihiwa, PhD.  
Professor, Kamakakūokalani Center for Hawaiian Studies  
Hawaiʻinuiākea School of Hawaiian Knowledge, UHM

Re: **Testimony against the BOR Resolution on the “PIG on Tenure”**, made public 9/10/21

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The University of Hawaiʻi at Mānoa, an R1 University, has not only given me an excellent education; it has allowed me to lift my family out of the dire poverty that I was raised in. I would

do anything to support the teaching, research, specialist and extension services that provides Higher Education for the people of Hawai‘i, and especially for the Native Hawaiian people who have lived in these islands for 100 generations.

**I certainly hope that the UH BOR will join in supporting UH faculty and staff in our crucial mission, especially in face of pending climate change and its dire effects on our Hawaiian Islands.** We really need to support our top researchers in this area for the future of our grandchildren living in Hawai‘i. **Please protect our tenure!**

**Our R1 University of Hawai‘i at Mānoa has been made great through the rigorous system of earned tenure that empowers academic freedom. Any attack on tenure at UHM for any member of our faculty, researchers, specialists and extension agents is an attack academic freedom and thus on excellent education for our people of Hawai‘i. I hope that you as the UH BOR will reject such a notion. Please vote down the PIG Report.**

Instead, let us have a deep discussion about how we save money for the university and for the legislature, that includes all sections of our academic community. I am willing to serve on that committee! I know that we could save \$40 M a year on electricity if we would only go solar, and I am only one person. Let’s ask the other 2,000+ brilliant minds at UHM for their ideas too. I bet all APT and Civil Service employees at UHM can make a list of money saving practices as well.

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**The Kūali‘i Council therefore strongly requests that the PIG recommendations on Tenure NOT be adopted by the BoR.”**

Mahalo nui loa,



Lilikalā Kame‘eleihiwa, PhD  
Professor and Brandt Chair of Comparative Polynesian Studies  
Kamakakūokalani Center for Hawaiian Studies  
Hawai‘inuiākea School of Hawaiian Knowledge  
University of Hawai‘i at Mānoa  
2645 Dole Street, 103E  
Honolulu, Hawai‘i 96744  
Cell: 808-753-5826  
Web: AVAkonohiki.org

## Public Testimony Form - University of Hawaii Board of Regents

*Please provide your testimony on this form for the next University of Hawaii Board of Regents meeting. Make sure you include all the requested information so that the Board of Regents is able to clearly understand the testimony provided.*

Your Name (required) \*

Jonathan Kalk

Your Organization (optional)

Kauai Community College - Faculty Senate

Your e-mail address (in case we need to reach you) \*

kalk@hawaii.edu

Board of Regents Agenda Item (required) \*

BOR VII.B. Final Report and Dissolution of the Tenure Permitted Interaction Group

Your Position (required) \*

Oppose

Your Testimony/Comments

Your Testimony (pdf or word)

[Kauai CC Faculty Senate Statement on Draft Resolution 21-06.pdf](#) (145.3 kB)



October 19, 2021

The Kaua'i Community College Faculty Senate submits this statement in **opposition** to Draft Resolution 21-06 "Supporting the Findings and Recommendations of the Tenure Task Group and Requesting the University of Hawai'i Administration to Facilitate the Implementation of Board Policy Revisions Through Faculty and Union Consultation."

We concur with the points made in UHPA Executive Director Christian Fern's "Letter of Dissenting Opinion," which he submitted as a member of the Tenure Task Group rather than supporting the group's recommendations. When a key member of a group dissents strongly with well-reasoned arguments, the group has a responsibility to at least note and engage with these arguments in its report rather than ignore them. We find it troubling that Director Fern's arguments were not engaged with in the Task Group's report. We also affirm that any group recommending changes to tenure within the UH System should contain representatives of the faculty, not only the faculty union.

Draft Resolution 21-06 contains several puzzling statements, with little to no analysis or argumentation in favor of its recommendations. For example, if the University upholds the importance of its faculty and of the well-accepted concept of tenure, then what relationship is there between limited resources due to the COVID-19 pandemic and the ideal structure of tenure within the University? Why does the Task Group "[acknowledge] the fact that in recent years, the University has been steadily reducing the number of tenured faculty?" If the Task Group believes that there should be even fewer tenured faculty so that the University can save money, it should come out and state this explicitly.

The Task Group makes claims to authority from "other scholarly articles" but does not deign to cite such articles, nor does it cite any evidence in favor of its recommendations. The Task Group's report, recommendations, and Draft Resolution appear to be written so that they cannot be debated. Recommendations based on such tactics should not be accepted by the Board of Regents of a respected institution of higher education.

In its role as the representatives of the faculty of Kaua'i Community College, and with the best interests of our students, faculty, and institution in mind, the Faculty Senate urges all Regents to vote against Draft Resolution 21-06.

Respectfully,

Jonathan Kalk; Faculty Senate Chair

Constante Azares; Trade Technology Division Representative

Emily Broderick; Science and Mathematics Division Representative

Laura Dillman; At-Large Representative

Sharon Ehlers; Health Education Division Representative

Antonia Fujimoto; At-Large Representative

Richard Randolph; Language, Arts, and Humanities Division Representative

Puali'ili'imaikalani Rossi; At-Large Representative

Dirk Soma; Business Education Division Representative



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## Report of the Tenure Permitted Interaction Group

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Genai Keliikuli <genai@hawaii.edu>  
To: bor.testimony@hawaii.edu

Wed, Oct 20, 2021 at 7:43 AM

To the University of Hawai'i Board of Regents,

My name is Genai U'ilani Keli'ikuli and I am an associate professor of Hawaiian Studies at Leeward Community College. I have been employed in the UH system for approximately 18 years.

I am submitting this written testimony in **opposition** to the report of the Tenure Task Group. The report proposes eliminating tenure for faculty who are not providing direct instruction, with the exception of librarian faculty, and eliminating the current C classification for community college faculty and placing them in a category that requires research and scholarship, which would pull the instructional faculty out of the classroom. I am asking the Board of Regents to **VOTE NO** on accepting the report of the Tenure Task Group.

As an instructional faculty member, I have the following concerns:

- I believe that the roles and responsibilities of non-instructional faculty members are critical to the success of students
- The roles and responsibilities of non-instructional faculty absorb various aspects of supporting students which ultimately supports my ability to focus on teaching
- The work of non-instructional faculty would not go away, and I do not have additional time nor expertise to absorb all of the duties and responsibilities that non-instructional faculty provide
- The proposal to eliminate tenure for non-instructional faculty would inherently decrease the number of positions, leading to a reduction in the quality of support services to students
- Support services to students that are provided by non-instructional faculty will be reduced, which is of particular importance at the community college level, where the student population requires more support for academic success
- Community colleges and support staff are critical to State initiatives like [55 by '25](#) that emphasize the importance of post-secondary education that often begins at the two-year institutions. The pandemic has only highlighted the disparities between college-graduate and high school graduates; thus post-secondary education that includes college and career counseling provided by our non-instructional faculty is critical to the economic and social health of our State.
- Non-instructional faculty are being disregarded as subject matter experts in their professions. These professions require advanced degrees to serve the needs of students with disabilities, student development, student identity, student exploration of careers and majors, first-year students, returning adult students, mental health, instructional design, library science, and more. Advanced degrees in these professions are not typically held by instructional faculty, as they are subject matter experts in their own areas of expertise and rely on non-instructional faculty to meet student needs in these areas.

Regarding the report from the Tenure Task Group, I am most concerned that:

- No community college or four year institution faculty were involved in the process and discussions with the Tenure Task Group
- The report appears to have gone beyond the scope the regents asked for at the February 2021 meeting, which was specifically to review and investigate the issue of tenure (history, purpose); look

outside of UH (evolution of, current views and developments on tenure) and at UH itself (the current process, criteria, and decision making on tenure).

- The report states that the proposed changes might improve the tenure classification system, but it does not explicitly state how these proposed changes would do that, nor was any data provided to substantiate these claims
- Community College faculty will be required to shift their focus to research, which inherently takes away from the essential services that both instructional and non-instructional faculty provide, and would require a substantial additional cost to the college as the instructional faculty would need course release time to handle this new set of requirements.
- The services non-instructional faculty provide have been deemed as non-essential and not worthy of being a constant service at our colleges
- The periodic review process is proposed to be modified, and will involve administration approval, which deviates from the faculty-driven developmental process that is supported by the Hawaii Labor Relations Board

Thank you for your time, and again I am asking that you **VOTE NO** on the report from the Tenure Task Group.

Sincerely,

Genai U'ilani Keli'ikuli

--

Hawaiian Studies Associate Professor

Pronouns: she, her, hers

Leeward Community College-Wai'anae Moku

[87-380 Kulaaupuni Street](#)

[Wai'anae, HI 96792](#)

Wai'anae Office: 808-454-4717

Pearl City Office: 808-455-0660



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## BOR Testimony (for 10/21)

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**Mire Koikari** <mire@hawaii.edu>  
To: bor.testimony@hawaii.edu  
Cc: Mire Koikari <mire@hawaii.edu>

Wed, Oct 20, 2021 at 8:22 AM

Mire Koikari, Professor  
Women, Gender, and Sexuality Studies  
University of Hawaii at Manoa

I am submitting this testimony to express my strong opposition to the proposed changes in tenure advanced by the Tenure Task Group. As my colleagues across the ten campuses have already articulated, the proposal presented by the PIG has few to no merits, as it would misguide the UH, undermine its institutional credibility, and harm its faculty. I urge the Board of Regents to vote “No.”

That the PIG’s proposal would bring no benefits to the UH is made evident by other institutions that have attempted similar changes. For example, University of Wisconsin-Madison, once a top-ranking research institution and my alma mater, has experienced a series of challenges following the elimination of tenure in 2016. About thirty faculty members immediately left as they were recruited elsewhere. The institution spent nearly \$24 million to retain more than a hundred faculty who have received offers. Its ranking has been declining, a trend undermining Madison’s ability to attract top-level researchers, compete for federal and other grants, and recruit qualified students. In sum, its change in tenure has led to long-term negative consequences that are hard to reverse.

What the example above highlights is the importance of “investment” in faculty. For any academic institution to thrive and prosper, it is essential to provide the safe and secure environment in which researchers and teachers would engage in their respective endeavors. The PIG’s proposal would in no way encourage this type of “investment.” Instead it would rob faculty of their basic security, breed a culture of fear and mistrust, undermine the integrity of the institution, cause fiscal hardships, and most egregiously hurt our students who attend this university to seek knowledge that would sustain them through their lives.

The PIG’s proposal means no gain for this institution; it only results in the loss, financial or otherwise. To avoid such a situation, I ask members of the BOR to vote “No” on accepting the report.

--

Mire Koikari, Ph.D.  
Professor  
Women, Gender, and Sexuality Studies  
University of Hawai'i at [Manoa](#)  
[2424 Maile Way](#), 721 J Saunders Hall  
Honolulu, HI 96822  
Phone 808-956-8579  
Fax 808-956-9616

Books:  
[Gender, Culture, and Disaster in Post-3.11 Japan](#)  
[Cold War Encounters in US-Occupied Okinawa](#)  
[Pedagogy of Democracy](#)

Videos:  
[Godzilla, KonMari, Hula Girls: Culture of Resilience in Post-3.11 Japan](#)

Bio:

## Public Testimony Form - University of Hawaii Board of Regents

*Please provide your testimony on this form for the next University of Hawaii Board of Regents meeting. Make sure you include all the requested information so that the Board of Regents is able to clearly understand the testimony provided.*

Your Name (required) \*

john kalei laimana jr.

Your Organization (optional)

Your e-mail address (in case we need to reach you) \*

johnlaim@hawaii.edu

Board of Regents Agenda Item (required) \*

BOR VII.B. Final Report and Dissolution of the Tenure Permitted Interaction Group

Your Position (required) \*

Oppose

Your Testimony/Comments

I want to go on the record in opposition to the Final Report and Dissolution of the Tenure Permitted Interaction Group. European history had one period that was once called the "Dark Ages" now it is referred to as the "Middle Ages". It represented a time when European governance was in a feudal structure meaning that all decisions were made from the top. Europe broke free from its feudal systems of governance as people demanded more freedoms which set it on the path to democracy. The report is a step backward toward top control or feudalism as takes away decision making from those who conduct the day-to-day operations. Even businesses understand that allowing your operators to have the freedom to make decisions fosters innovation which establishes a competitive edge of being a front-runner. The PIG report's recommendations are short-sighted as it seeks reduce costs through micromanagement which all organizations have found to be detrimental to growth and innovation. Their recommendations is step towards feudalism and a return to the "dark ages".

## Public Testimony Form - University of Hawaii Board of Regents

*Please provide your testimony on this form for the next University of Hawaii Board of Regents meeting. Make sure you include all the requested information so that the Board of Regents is able to clearly understand the testimony provided.*

Your Name (required) \*

Unhee Lim

Your Organization (optional)

Cancer Center

Your e-mail address (in case we need to reach you) \*

ulim@cc.hawaii.edu

Board of Regents Agenda Item (required) \*

BOR VII.B. Final Report and Dissolution of the Tenure Permitted Interaction Group

Your Position (required) \*

Oppose

Your Testimony/Comments

Your Testimony (pdf or word)

[Lim testimony against PIG on Tenure report 2021-10-20.pdf](#) (42.3 kB)



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MĀNOA

## ***Opposing the Report of the Permitted Interaction Group on Tenure***

To: Board of Regents

From: Unhee Lim, PhD, Associate Researcher at Cancer Center

Dear Regents,

I urge you to re-think your approach and philosophy regarding your effort to restructure the tenure system.

It is astounding to see how you BOR as a group try to implement fundamental changes to the very backbone of academia with little input, consultation and collaboration from the faculty. Whether such an approach ever landed in your own profession any successful and sustainable improvements.

Please reflect upon yourselves and your value system as you deliberate on this important matter that will affect many tenured and non-tenured/non-tenure-track faculty all the same and the quality of their teaching/mentoring and research, as well as their family and the local economy, for many years to come. Whether it is too much for the faculty and staff that you represent to expect to see you conduct yourselves more than a frazzled debtor in front of a loan shark in dealing with State legislators who are voter-appointed stewards to appropriate State funds according to the State residents' value system. What value UH and its research and teaching hold in your value system. What comes to your mind if you were to sum up the reasons for the State's financial shortcomings or mismanagement/waste of State funds.

701 Ilalo Street, Honolulu HI 96813  
Tel (808) 586-2985 | Fax (808) 586-2892 | [www.uhcancercenter.org](http://www.uhcancercenter.org)  
A National Cancer Center Institute-designated Cancer Center

*An Equal Opportunity/Affirmative Action Institution.*



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## Permitted Interaction Group feedback

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**Rachel Lyons** <lyons@njaes.rutgers.edu>  
To: "bor.testimony@hawaii.edu" <bor.testimony@hawaii.edu>

Wed, Oct 20, 2021 at 1:45 AM

To Whom it May Concern,

I oppose the recommendations made by the Permitted Interaction Group which proposes the elimination of tenure and tenure-track status for all Extension Agent and Specialist faculty at the University of Hawai'i at Mānoa.

As a tenured Extension Agent faculty member and Department Chair at Rutgers University, I have significant experience with the tenure process both within the Rutgers system and in my work with counterparts at other Land-Grant Universities (LGUs) across the country. Agent faculty fulfill all three missions of LGUs: instruction, research, and extension and provide a critical link between communities and their LGU. I like to think of these missions as a three-legged stool. I grew up on a dairy farm – so the image of a milking stool comes to mind for me. Each leg of that stool is critical to its function.

To extend that analogy, LGUs cannot effectively serve the citizens of the state without excellent research. It begins with high quality research that can then be shared through effective instruction methods. Extending the research of the university to the citizens of the state through effective teaching methods was the innovative idea behind the Cooperative Extension system at its birth over 100 years ago and it is still effective today.

Tenured and tenure-track Extension Agents extend the research of the university and in doing so provide an important link between communities and the university. County offices are often referred to as the 'front door' of the university, a portal for communities to engage and collaborate with the institution's faculty, staff, and students. Extension Agents spend years cultivating relationships at the local level to create effective partnerships and collaborations that benefit both the community and the university.

The tenure-track process sets a trajectory for long term productivity which includes developing and implementing research-based instructional curricula; securing external funds; conducting critical applied research which benefits communities, families, and agriculture producers; and recruiting future students.

Eliminating tenure status of Agent and Specialist faculty will negatively impact UH Manoa's ability to fulfill its Land-Grant mission and secure external applied research grants. At a time when budgets at public institutions are shrinking, creating barriers to successfully securing external funds is very short-sighted.

For these reasons, I strongly oppose the recommendations made by the Permitted Interaction Group which proposes the elimination of tenure and tenure-track status for all Extension Agent and Specialist

faculty at the University of Hawai'i at Mānoa.

Sincerely,

Rachel Lyons

WE **R** HERE WHEN YOU NEED **US**

Rachel E. Lyons

County Agent II (Associate Professor)

Chair, Department of 4-H Youth Development

Associate Director, Rutgers Cooperative Extension

New Jersey Agricultural Experiment Station

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## Testimony for October 22 BOR Meeting

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**Jon Magnussen** <jonmagnu@hawaii.edu>  
To: bor.testimony@hawaii.edu

Wed, Oct 20, 2021 at 6:38 AM

Aloha – Please find my testimony for October 22 the BOR Meeting attached. -- Mahalo nui,  
Jon

\*\*\*\*\*

Dr. Jon Magnussen  
Associate Professor of Music  
Chair, Humanities Division  
University of Hawai'i West O`ahu  
Office: D-249 – (808) 689-2357  
[jon.magnussen@hawaii.edu](mailto:jon.magnussen@hawaii.edu)



**BOR Letter\_Opposing the Tenure PIG.pdf**  
38K

October 19, 2021

Dear Chair Moore and Board of Regents:

I write to urge you to not support the revisions to RP 9.201, RP 9.202, and RP 9.213 currently being proposed by the Tenure Permitted Interaction Group.

Our state needs a quality university that makes our statewide community better; one that allows our faculty to carry out their work unimpeded so we can better compete with other universities internationally in attracting high quality faculty (of all categories) who, with our students, help create solutions to our toughest, knottiest problems.

If the above proposed revisions are passed, I assure you that the result—increased interference in the work of our faculty and increased destabilization—would serve as a warning and a deterrent to those who would join our campus communities in the future. These proposed changes would also be detrimental to our present and future students by taking even more of our precious faculty time away from the innovation, creation and transfer of knowledge that our state and our students sorely need. (Our faculty are already being overwhelmed by administrative-creep.) Finally, the proposed changes would further destabilize our university campuses, during a time when we should be working together towards stability.

Our System campuses need more support, not more oversight or more needless reclassifications. As the only public university in our state, your decisions and actions today can either help or hinder our efforts in meeting the current and future challenges facing our state. Please do the right thing.

Thank you for your service and for your consideration.

Sincerely and *me ka ha'aha'a*,

Dr. Jon Magnussen  
University of Hawai'i–West O'ahu  
Chair, Humanities Division

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## Report of the Tenure Permitted Interaction Group

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**Cyndy Masatsugu** <cyndymas@hawaii.edu>  
To: bor.testimony@hawaii.edu

Wed, Oct 20, 2021 at 2:48 AM

To the University of Hawai'i Board of Regents,

My name is Cyndy Masatsugu, and I am submitting this written testimony in opposition to the report of the Tenure Task Group. The report proposes eliminating tenure for faculty who are not providing direct instruction, with the exception of librarian faculty. I am asking the Board of Regents to vote no on accepting the report of the Tenure Task Group.

I am a counselor, and I believe that my profession is deserving of tenure. I have been employed in the UH system for approximately four years in the Counseling and Advising Department of Student Affairs at Windward Community College (WCC).

Regarding the report from the Tenure Task Group, and the potential subsequent impact, I am most concerned that:

- No faculty were involved in the process and discussions with the Tenure Task Group.
- The "C" classification of community college faculty was not mentioned in the report, despite the UHCCs being the majority of the UH system.
- Non-instructional faculty are being disregarded as subject matter experts in their professions.
  - These professions require advanced degrees to serve the needs of students with disabilities, student development, student identity, student exploration of careers and majors, first-year students, returning adult students, mental health, instructional design, library science, and more.
  - Advanced degrees in these professions are not typically held by instructional faculty, as they are subject matter experts in their own areas of expertise and rely on non-instructional faculty to meet student needs in these areas.
- The report states that the proposed changes might improve the tenure classification system, but it does not explicitly state how these proposed changes would do that, nor was any data provided to support these claims.
- Community college faculty will be required to shift their focus to research, which inherently takes away from the essential services that both instructional and non-instructional faculty provide.
- Support services to students that are provided by non-instructional faculty will be reduced, which is of particular importance at the community college level, where the student population requires more support.
- Community colleges and support staff are critical to State initiatives like [55 by '25](#) that emphasize the importance of post-secondary education that often begins at the two-year institutions.
  - The pandemic has only highlighted the disparities between college graduates and high school graduates; thus, post-secondary education that includes college and career counseling provided by our non-instructional faculty is critical to the economic and social health of our State.

As a community college counselor, I wear many hats, take on various roles, and perform many duties. I counsel, advise, guide, mentor, teach, and support the students and community I serve. Windward Community College is unique in that it is the only community college located on the windward side of O'ahu. Many of our students are of Native Hawaiian ancestry and come from low-income, first-generation households.

Tenure protects the college to continually support the access and educational needs of our students in the Ko'olau region and beyond in their journey of lifelong learning. Without tenure:

- There is likely to be less non-instructional faculty, but the work and duties would not go away, which in turn, would impact the college and the student experience.
  - As an 11-month employee, I provide year-round services to the students which include outreach, career and financial aid counseling, academic advising, assistance with registration, evaluating transcripts, and teaching an Introduction to College course.

- The positions become less desirable, therefore impacting the applicant pools and quality of services.
  - The tenure process has a rigorous, five-year probationary period to ensure that qualified personnel are able to perform their duties well and will make positive contributions to support the college and its students.
- Students would be negatively impacted because:
  - The college may not be able to continually offer student support services such as childcare, food security, mental health and well-being counseling, and tutoring.
  - Counselors may not be able to provide the continuity and stability through high-contact interactions with students from the beginning to the ending of their educational experience which would affect enrollment, retention, and graduation.

In addition to tenure protecting the college's students, it also has a ripple effect in bridging the college with the community. Many Windward Community College faculty and non-instructional faculty were once students at WCC themselves and have come full circle to give back to the next generation. WCC graduates apply their education to the windward workforce to benefit and improve the community, while community members also attend WCC for personal growth and professional development.

Thank you for your time, and again I am asking that you vote no on the report from the Tenure Task Group.

Sincerely,

Cyndy Masatsugu  
Outreach Counselor  
Windward Community College



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## PIG Resolution 21-06

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**Jean Maslowski** <maslowsk@hawaii.edu>  
To: bor.testimony@hawaii.edu

Wed, Oct 20, 2021 at 7:44 AM

Good Morning!

Thank you for the opportunity to provide feedback on this vital issue to our University.

I am a long time tenured non-instructional faculty member/counselor at Honolulu Community College.

As you know, the role of the community college is to help students achieve their educational and career goals be it earning a certificate, a degree, transferring to another college or university, or perhaps acquiring or upgrading their job skills to enter or advance work force.

While there are many other vital non-instructional positions throughout the University of Hawaii, I can speak only to what I do as well as my student services colleagues across the campus and that is to give all students the keys to success, and supporting them every step of the way.

While instructional faculty may have the same student for several different classes, as counselors we get to work with them as long as they are with us, and sometime even beyond when they have left HCC. Quite often students will tell me/us, they are having difficulty in a class yet are very hesitant to talk directly with their instructor. We talk through this and come up with strategies of how to effectively communicate with their instructor.

The removal of tenure would be very detrimental to all of us as there would be lingering anxiety about academic freedom and job security and possibly lack of continuation of vital services and support available for our students. Please do not remove tenure as our University, community, state and ultimately students will suffer.

We are all in the business of developing human potential, and our tenure system helps us all to do so.

Thank you.

Jean Maslowski  
Honolulu CC  
Counselor  
845-9278



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## Testimony Against the Report of the Tenure Permitted Interaction Group

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Angela Coloretti McGough <acoloret@hawaii.edu>  
To: bor.testimony@hawaii.edu

Wed, Oct 20, 2021 at 4:27 AM

Dear Members of the UH Board of Regents,

My name is Angela Coloretti McGough, and I was hired at Kapi'olani Community College in November 2017. I have spent over 25 years as a professional in higher education; however, I am serving in my *very first* tenure-track position as a Counselor and in my current interim position as Student Affairs Coordinator at the community college.

I am submitting this testimony to urge you not to accept the revisions suggested by the report from the Permitted Interaction Group (PIG) on tenure. The report, and the future task group on tenure outlined by SCR 201, are based on inaccurate assumptions and also directly defy the Board's own Executive Policy on renewing and revitalizing talent at the University of Hawai'i. Many parts of this report are disturbing, as identified in the many other testimonies before mine. Most concerning to me is the dissolution of the C-classification and apparent removal of this group of faculty from the tenure track, negating an entire group of community college faculty (RP 9.202, Redline Version, number 3a., page 3 of 9 in the report).

This is my life's work. I was a female, minority, first-generation college student who grew up on Food Stamps. In addition to a rigorous academic schedule, I struggled with family issues, a sense of not belonging, and working 20-hour weeks, unlike my peers. Figuring out how to succeed in an institution that was not set up for students like myself is what motivated me to pursue a lifelong career in student affairs.

I have the opportunity to build on my life's work *because* I am in a tenure-track position, and therefore am able to develop a plan to grow in service to my department and my institution. However, *tenure is not simply provided to me because I do good work over a specific period of time*. Like all tenure-track faculty, I must demonstrate my commitments to student learning, service to the community, and continued professional development in my field over the course of at least 7 years. Once granted tenure, I am expected to continue to serve students in my area of primary responsibility, but also expand in my role through service to the institution.

Tenured faculty are responsible to chair committees, mentor other faculty, and participate in shared governance. The tenured faculty in my department at Kapi'olani Community College spend additional work hours training and developing newer faculty, guiding the assessment of student learning outcomes, conducting research on student engagement, participation, and basic needs, and leading grant-funded and donor-funded initiatives for the campus. This work is *in addition to* their primary responsibilities as counselors, further demonstrating how versatile and instrumental non-instructional faculty are in identifying, developing and implementing strategies to promote student success.

The Senate Concurrent Resolution quoted data from the American Association of University Professors (AAUP), alluding to the erosion of tenure as if the AAUP was promoting it (SCR 201, p. 2). In fact, organizations such as the AAUP believe that building an organization with non-tenure track faculty will do more harm than good.

AAUP identifies "contingent" faculty as employees whose "common characteristic is that institutions make little or no long-term commitment to faculty holding these positions." We are fortunate to live in a time when the areas of diversity, equity, and inclusion are being addressed across all sectors of employment. However,

the removal of tenure from faculty, especially from those in a community college, may signal a lack of commitment to these goals.

Tenure serves as a tool to diversify institutions of higher education, which overwhelmingly lack equal representation of women, Native Hawaiian, African American, Latinx, and Filipinx American faculty outside of ethnic studies departments. The [recent cases of Nikole Hannah-Jones](#) with the University of North Carolina and [Dr. Cornel West](#) with Harvard exemplify this. These institutions lost prominent thought-leaders and scholars because they did not approve their tenure. In Hawai'i, the prospect of earning tenure can bring in academic talent who may not otherwise select an institution located in one of the most expensive places in the United States.

Recruiting and retaining highly qualified personnel (including non-instructional faculty such as researchers, librarians, instructional designers, and counselors) was so important to the University of Hawai'i that the Board of Regents approved [Executive Policy 9.201](#), a renewed commitment "to strengthen and create the conditions that assure the recruitment, retention, and revitalization of the professionals which carry out the primary missions of the University." It was signed by President Lassner on October 31, 2014.

The policy identifies the commitment to academic freedom and tenure as the first of four common practices of successful institutions, and goes on to offer a road map to maintaining excellence of all faculty and staff in the University of Hawai'i system:

### III. Executive Policy

#### A. Background

Historically, colleges and universities have obtained, maintained and retained quality faculty and staff when institutional policies and conditions have encouraged, rewarded, and committed the institution to faculty and staff revitalization as a continuing and normal aspect of its mission. Among those policies and practices most commonly present in the most successful institutions have been the following:

- 1. An unwavering commitment within the faculty and staff, the administration, and the governing board to academic freedom and a sound concept of academic tenure.**
2. An unimpeachable rigorous review and personnel system that emphasizes quality performance, that recruits, retains and rewards the most productive and self-revitalizing professionals, and counsels and encourages the development or separation and relocation of others.
3. The commitment of resources that enables faculty and staff to engage in continuing professional growth, facilitate sustained professional contributions in their field of expertise, broaden professional competencies, acquire new ones, and apply appropriate professional self-evaluation and assessment.
4. Policies and a planning process that emphasize academic governance and an unfaltering effort to integrate long term academic planning, professional considerations in the appropriate selection and separation of faculty and staff, and the traditions of academic freedom and tenure.

In responding to the conditions enumerated, these four traditions must be preserved and enhanced.

I again urge the Board of Regents not to accept the suggested revisions to tenure developed by the Permitted Interaction Group on tenure and furthermore, to suggest that the future task force identified in SCR 201 refer to [EP 9.201, the Faculty and Staff Renewal and Vitality Directive](#). This Board-approved policy clearly outlines a planning process involving faculty and staff in decision-making, taking into account existing resources, and recognizing each campus' unique structure and needs.

Removing tenure and manipulating faculty classifications is not identified as a high impact practice and will likely not yield improvements in student achievement at our institutions. More than likely, it will disenfranchise many of us who have already overcome systemic barriers to our success as professionals, and deplete the university of qualified talent.

Mahalo for your time and consideration.

Sincerely,

**Angela Coloretti McGough,**  
**Interim Student Affairs Coordinator &**  
**Co-Advisor, [The National Society of Leadership and Success \(NSLS\)](#)**

Kapi'olani Community College - University of Hawai'i

4303 Diamond Head Road, 'Ilima Rm. 205 | Honolulu, HI 96816

[kapiolani.hawaii.edu](http://kapiolani.hawaii.edu) | 808-734-9549 | [acoloret@hawaii.edu](mailto:acoloret@hawaii.edu)

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**Hawai'i Cares:** Call (808)832-3100 or text "aloha" to 741741

Kapi'olani Community College is an Equal Opportunity / Affirmative Action institution.

## Public Testimony Form - University of Hawaii Board of Regents

*Please provide your testimony on this form for the next University of Hawaii Board of Regents meeting. Make sure you include all the requested information so that the Board of Regents is able to clearly understand the testimony provided.*

Your Name (required) \*

Davianna Pomaikai McGregor

Your Organization (optional)

Department of Ethnic Studies, CSS

Your e-mail address (in case we need to reach you) \*

davianna@hawaii.edu

Board of Regents Agenda Item (required) \*

BOR VII.B. Final Report and Dissolution of the Tenure Permitted Interaction Group

Your Position (required) \*

Oppose

Your Testimony/Comments

Your Testimony (pdf or word)

[McGregor Re P.I.G. Report.pdf](#) (558.4 kB)



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October 20, 2021

To : Randolph G. Moore, Chair of the UH Board of Regents

From: Davianna Pōmaika'i McGregor, Professor and Director of the Center for Oral History, Department of Ethnic Studies

RE: OPPOSITION TO REPORT OF PERMITTED INTERACTION GROUP ON TENURE, BOR POLICIES: RP9.201, RP9.202, RP9.213

Aloha Chair Moore and members of the UH Board of Regents. I testify today in opposition to the report submitted by the Permitted Interaction Group (P.I.G.) on Tenure because acceptance of the report will result in the dismantling of the University of Hawai'i at Mānoa (UH-Mānoa) as an R-1 University that provides undergraduate and graduate level education and path-breaking research that supports the needs of our community.

At the Center for Oral History, for which I serve as director, we have interviewed legislators, Democratic Party, labor and community leaders who led Hawai'i out of an era where social mobility and professional aspirations for Native Hawaiian and multi-ethnic working peoples were limited by a racist white oligarchy. Those visionary leaders intentionally invested public funds to develop the University of Hawai'i at Mānoa into a top-tier R-1 university to uplift the peoples of Hawai'i by providing access, to both an excellent and competitive undergraduate university education and to graduate-level and professional (law and medicine) educational opportunities, within Hawai'i. At the same time they developed an expansive community college system to provide access to post-secondary education across all classes on all islands and deep into our rural areas. Dismantling of the tenure system, will downgrade the University of Hawai'i at Mānoa, expand the diaspora of Hawai'i-born residents to the continent to seek excellent educational and professional opportunities and betray the legacy of Hawai'i's leaders.

I testify in opposition to the P.I.G. report because it would eliminate the Research, Specialist and Extension positions. Research faculty attract essential extramural funds to the university to fund graduate research assistants pursuing their graduate studies at UH-Mānoa. These researchers provide pathbreaking discoveries to improve the well-being of our community. Specialist faculty provide critical counseling, guidance and support for the professional/academic/personal well-being of our students for their educational success. Extension faculty provide advanced research and experimental assistance to farmers and ranchers in the rural areas of our islands as they struggle against crop and livestock insects, viruses and disease to provide for the sustainability of our island food systems.

I testify in opposition to the P.I.G. report because it will reverse the progress of recruiting Hawai'i-born educators and graduate students to the University of Hawai'i at a time when we have a critical mass of highly trained educators and researchers in all educational fields on the continent. It will reverse the progress of propelling our Hawai'i-born students to contemplate and pursue a graduate level education and aspire to higher professional goals. It will reverse the progress in providing research and training opportunities for our graduate students, so that they can afford to pursue a graduate level education.

For all of the above reasons, and more, I urge you, the members of the UH Board of Regents to reject the P.I.G. tenure report. Instead, I urge the board to enter into meaningful dialog with our faculty and students on how we can convince our Hawai'i legislators on the importance of funding education and research and tenured faculty positions for the UH-Mānoa. Mahalo.

*Darwin B. Mc Gregor*

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## BOR Testimony

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**Kuulei Miranda** <daniluck@hawaii.edu>  
To: bor.testimony@hawaii.edu

Wed, Oct 20, 2021 at 7:59 AM

To the University of Hawai'i Board of Regents,

My name is *Chelsea "Ku'ulei" Miranda* and I am submitting this written testimony in opposition to the report of the Tenure Task Group. The report proposes eliminating tenure for faculty who are not providing direct instruction, with the exception of librarian faculty. I am asking the Board of Regents to vote no on accepting the report of the Tenure Task Group.

As a non-instructional faculty member, I serve as the Native Hawaiian Counselor for Windward Community College and I also coordinate our First Year Experience (FYE) programming. I serve students, many of whom come from underrepresented and underserved backgrounds, in every part of the educational pipeline; from recruitment, to onboarding, to retention, through graduation and transfer. Although I am considered non-instructional, I also teach credit-bearing courses that focus on career planning, academic planning, and college success skills. Tenure is vital for non-instructional faculty, especially at the community college level as it allows the campus to run programming uninterrupted and protects the college and the services it provides for students and the larger community. Without tenure, important initiatives that target student success and achievement will be impacted as these initiatives are heavily dependent on the sustained positive relationships non-instructional faculty have with students, colleagues, and the community.

Regarding the report from the Tenure Task Group, and the potential subsequent impact, I am most concerned that:

- No faculty were involved in the process and discussions with the Tenure Task Group
- The "C" classification of community college faculty was not mentioned in the report, despite the UHCCs being the majority of the UH system
- Non-instructional faculty are being disregarded as subject matter experts in their professions. These professions require advanced degrees to serve the needs of students with disabilities, student development, student identity, student exploration of careers and majors, first-year students, returning adult students, mental health, instructional design, library science, and more. Advanced degrees in these professions are not typically held by instructional faculty, as they are subject matter experts in their own areas of expertise and rely on non-instructional faculty to meet student needs in these areas.
- The report appears to have gone beyond the scope the regents asked for at the February 2021 meeting, which was specifically to review and investigate the issue of tenure (history, purpose); look outside of UH (evolution of, current views and developments on tenure) and at UH itself (the current process, criteria, and decision making on tenure)
- The report states that the proposed changes might improve the tenure classification system, but it does not explicitly state how these proposed changes would do that, nor was any data provided to support these claims

- Community College faculty will be required to shift their focus to research, which inherently takes away from the essential services that both instructional and non-instructional faculty provide
- Support services to students that are provided by non-instructional faculty will be reduced, which is of particular importance at the community college level, where the student population requires more support
- Community colleges and support staff are critical to State initiatives like [55 by '25](#) that emphasize the importance of post-secondary education that often begins at the two-year institutions. The pandemic has only highlighted the disparities between college-graduate and high school graduates; thus post-secondary education that includes college and career counseling provided by our non-instructional faculty is critical to the economic and social health of our State.
- The periodic review process is proposed to be modified, and will involve administration approval, which deviates from the faculty-driven developmental process that is supported by the Hawaii Labor Relations Board
- Tenured faculty have a contract with the University, and the report does not address the legal matters that would arise, nor a plan for the legal costs associated with the proposed changes

Thank you for your time, and again I am asking that you **VOTE NO** on the report from the Tenure Task Group.

Sincerely,

*C. Ku'ulei Miranda*  
*Native Hawaiian Counselor*  
*Windward Community College*

--

**C. Ku'ulei Miranda, M.Ed.**  
Native Hawaiian Counselor  
Windward Community College  
Hale 'Ākoakoa 206  
[45-720 Kea'ahala Rd., Kāne'ohe HI 96744](#)  
(808) 235-7474

To schedule an appointment with me, please click below:



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UNIVERSITY of HAWAII®  
**WINDWARD**  
COMMUNITY COLLEGE

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## Opposition against BOR resolution 21-06

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**Nolan Miyahara** <nolanmm2@hawaii.edu>  
To: bor.testimony@hawaii.edu

Wed, Oct 20, 2021 at 6:27 AM

To the University of Hawai'i Board of Regents,

My name is Nolan Miyahara and I am a Assistant Professor in the Automotive Technology Program at Leeward Community College. I have been employed in the UH system for approximately 5 years.

I am submitting this written testimony in opposition to the report of the Tenure Task Group. The report proposes eliminating tenure for faculty who are not providing direct instruction, with the exception of librarian faculty, and eliminating the current C classification for community college faculty and placing them in a category that requires research and scholarship, which would pull the instructional faculty out of the classroom. I am asking the Board of Regents to vote no on accepting the report of the Tenure Task Group.

As an instructional faculty member, I have the following concerns:

- I believe that the roles and responsibilities of non-instructional faculty members are critical to the success of students
- The roles and responsibilities of non-instructional faculty absorb various aspects of supporting students which ultimately supports my ability to focus on teaching
- The work of non-instructional faculty would not go away, and I do not have additional time nor expertise to absorb all of the duties and responsibilities that non-instructional faculty provide
- The proposal to eliminate tenure for non-instructional faculty would inherently decrease the number of positions, leading to a reduction in the quality of support services to students
- Support services to students that are provided by non-instructional faculty will be reduced, which is of particular importance at the community college level, where the student population requires more support for academic success
- The pandemic has only highlighted the disparities between college-graduate and high school graduates; thus post-secondary education that includes college and career counseling provided by our non-instructional faculty is critical to the economic and social health of our State.
- Non-instructional faculty are being disregarded as subject matter experts in their professions. These professions require advanced degrees to serve the needs of students with disabilities, student development, student identity, student exploration of careers and majors, first-year students, returning adult students, mental health, instructional design, library science, and more. Advanced degrees in these professions are not typically held by instructional faculty, as they are subject matter experts in their own areas of expertise and rely on non-instructional faculty to meet student needs in these areas.

Regarding the report from the Tenure Task Group, I am most concerned that:

- No community college or four year institution faculty were involved in the process and discussions with the Tenure Task Group
- The report appears to have gone beyond the scope the regents asked for at the February 2021 meeting, which was specifically to review and investigate the issue of tenure (history, purpose); look outside of UH (evolution of, current views and developments on tenure) and at UH itself (the current process, criteria, and decision making on tenure).

- The report states that the proposed changes might improve the tenure classification system, but it does not explicitly state how these proposed changes would do that, nor was any data provided to substantiate these claims
- Community College faculty will be required to shift their focus to research, which inherently takes away from the essential services that both instructional and non-instructional faculty provide, and would require a substantial additional cost to the college as the instructional faculty would need course release time to handle this new set of requirements
- The services non-instructional faculty provide have been deemed as non-essential and not worthy of being a constant service at our colleges
- The periodic review process is proposed to be modified, and will involve administration approval, which deviates from the faculty-driven developmental process that is supported by the Hawaii Labor Relations Board

Thank you for your time, and again I am asking that you VOTE NO on the report from the Tenure Task Group.

Sincerely,

Nolan Miyahara  
Assistant Professor  
Leeward Community College

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## Report of the Tenure Permitted Interaction Group

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Eri Nomura <eri4@hawaii.edu>  
To: bor.testimony@hawaii.edu

Wed, Oct 20, 2021 at 7:58 AM

Aloha University of Hawai'i Board of Regents,

My name is Eri Nomura and I have been serving about 7 years as one of the counselors in the Counseling Department at the University of Hawai'i Maui College.

Of utmost concern, to the UH System, should be the proposal discussed here that non-instructional faculty members are being disregarded as subject matter experts in their professions. I, too, am submitting this written testimony to request to please VOTE NO regarding the report from the Tenure Task Group. Below, I am providing you the value of the broader scope of our profession - academic counseling.

Everyday when I wake up, what motivates me as a professional counselor is to take part in making a difference, though it may be small, in our students' lives and communities at large. Professional counselors are highly trained professionals using our experience and counseling skills to take part in the students educational journey. Further, we, like many higher ed professionals, are the cheerleaders to empower our students - new students, transfer students, returning adults, early college students, first-generation students, students without the basic needs, students with varied abilities and disabilities, students experiencing homelessness, harassments, suicidal ideation, language barriers, relationship issues, students who face challenges that existed well long before the ongoing pandemic, we help them empower in reaching their fullest potentials in their lives.

Now, please allow me to cite a professional standard called the Council for the Advancement of Standards in Higher Education (CAS). CAS sets a standard to guide practice that is an essential characteristic of any established profession (CAS, 2009, p. 11). Professional counselors follow professional standards such as the CAS as a way to promote the effectiveness and quality of programs and services. Additionally, CAS Standards states "staff members must hold an earned graduate or professional degree in a field relevant to the position they hold or must possess an appropriate combination of educational credentials and related work experience" (CAS, 2012). This statement attests that professional counselors are highly trained in the field and possess high standards in our advising profession.

Now I'd like to discuss the complexity level of our profession. In a minimal statement, our department delivers academic counseling related to educational and career planning. Often, there is a perception that academic counseling is a simple act of providing information where the emphasis might be placed on helping students learn information or explaining curricular or major requirements. With professional counselors, the emphasis is rather on students becoming unique individuals with awareness of their purpose, values and goals.

As an open door public institution, academic counselors provide a spectrum of services reflective of the diversity of the student population and also provide support to students in developing and clarifying meaningful educational plans that can lead to their personal and career goals. Here is a highlight of professional counselors' responsibilities (although not able to list all):

- provide individual, group counseling, and crisis intervention
- assess incoming students with a non-cognitive approach (problem solving, emotional health, social, etc.)
- provide support focused on specific educational deficiencies
- review and confer graduation and certificate credentials
- review and/or certify certain certifications for students to gain access to eligible services benefits. Those include, support for VA students and certification of students course work.
- serve as primary contact for VA certifying officials for audit purposes
- provide Financial Aid support in completing documents for timeframe and educational planning purposes
- assist international students with I-20 Visa certification
- assist students with federally mandated disability accommodation by reviewing assessment for services, determining appropriate accommodations, monitoring accommodations, serving as consultant for faculty and staff
- serve in various UH System-wide initiatives to provide impactful input relative to system-wide student-centered policies

Students, as well as teaching faculty and academic support faculty, often seek academic counselors as the first persons on campus to consult on dilemmas that may be beyond an academic concern. Before closing, I'd like to share two quotes. One from an academic advising professional journal written by Dr. Rendón who specializes in college preparation, persistence, and graduation of low-income, first-generation students. The 2nd quote is from my former student Sam [a different name is used].

"Advisors do much more than dispense information. We are advocates for justice and equity, as well as guides, translators and mediators for students. We understand that we need to work with a complex student body in terms of race/ethnicity, gender, age, nationality and sexual orientation. We stay cognizant of differences in the ways diverse students experience college. We are validating agents who affirm that all students can succeed when given proper resources and opportunities. We enter the advising relationship with an asset-based framework, as well as recognize and leverage the wide array of assets students bring to the college experience. As we transform student lives, we take time for our own self-care and well-being. When we do all of this, when we respond to a higher calling, our words and actions will stay in our student's hearts and minds for a very, very long time."

"My name is Sam, and I am currently a full time student at UH Manoa. I am working on my dream, and although I am not here through Eri's effort alone, I feel that without her, I would not have made it even to my graduation at UHMC.

I have been a student for a very long time across four different colleges and many more schools prior as a result of moving with my mother. Throughout my life, I have received academic advising from too many individuals to remember, but a few people stand out, because they showed themselves to be concerned with more than their pay or their institution's agenda. Among them, few still stand at the forefront of my memory, but Eri is one.

It is my honor to write this [testimony] for her, because it is one of the few changes and ways available to me to give back to someone who encouraged me to keep going when all I had was myself at my back, who showed concern for my well-being when I was pushing myself too hard, and who made the way to register when it looked like my luck had run out. If it were not for Eri, I would not have a degree, not a future I can look forward to.

Please, ensure that others may continue to benefit, as I have, from one so outstanding in their field."

Mahalo nui for your time, and again I am asking that you please VOTE NO on the report from the Tenure Task Group.

Sincerely,  
Eri Nomura  
Academic Counselor  
University of Hawai'i Maui College

### *References*

Council for the Advancement of Standards. (2009). CAS Professional Standards for Higher Education (seventh edition). Washington, D.C.: Council for the Advancement of Standards.

Council for the Advancement of Standards. (2012). CAS Professional Standards for Higher Education (eighth edition). Washington, D.C.: Council for the Advancement of Standards.

Rendón, Laura. (2021). A Higher Calling: Toward a More Spacious Role for Academic Advisors. NACADA Journal. 41. 5-12. 10.12930/NACADA-21-91.



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## Testimony Opposing BOR Resolution 21-06 on Tenure Reform

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**Pūko'a no nā 'Ewa** <naewa@hawaii.edu>  
To: bor.testimony@hawaii.edu

Wed, Oct 20, 2021 at 12:50 AM

To the University of Hawai'i Board of Regents,

Please find attached our written testimony opposing the report of the Tenure Task Group.

Thank you,

Pūko'a no Nā 'Ewa

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### ***Vision***

*As one of the governing bodies of Leeward CC, Pūko'a no nā 'Ewa envisions a pu'uhonua, a Native Hawaiian educational sanctuary, which enriches the community through Hawaiian cultural values.*

### ***Mission***

*Grounded in Hawaiian values, the mission of Pūko'a no nā 'Ewa is to provide advocacy, leadership, and support for Native Hawaiians through higher education.*



**Nā 'Ewa Opposition to PIG Report.pdf**

69K

## **Statement Opposing the University of Hawai'i Board of Regents Resolution 21-06**

Pūko'a no nā 'Ewa Council  
Leeward Community College  
96-045 Ala 'Ike, Pearl City, Hawai'i 96782

The Pūko'a no nā 'Ewa Council at Leeward Community College is dedicated to improving the lives of Native Hawaiians through higher education and advocating for leadership development, Hawaiian language and cultural parity, and strong community engagement. The Council advocates for the college's commitment to becoming a model indigenous-serving institution and a Native Hawaiian place of learning by advising the Chancellor on matters that pertain to Native Hawaiians in higher education and representing the Native Hawaiian voice on search committees and policy review.

Considering our charge, we do not see the possibility of true leadership development for Native Hawaiian students, faculty or staff without tenure for those with kuleana as support faculty. The academic freedom and longevity that tenure allows, means we have faculty who are consistently there for our students, who have the years invested in our college to understand how to best serve our students, and institutional memory to know the best direction when it comes to moving forward with new innovations. It is of the utmost importance that we have tenured educators in key non-instructional roles at the college such as our librarians, counselors, and other essential support faculty who play a vital role in supporting our students, instructional faculty, staff, and administration to ensure our institutions function optimally.

The Pūko'a no nā 'Ewa Council opposes the Tenure Permitted Interaction Group's (PIG) report for the following reasons:

1. The Tenure Task Group did not involve any faculty members in the process and discussions of this report, although these recommendations significantly and detrimentally impact faculty members.
2. The report stated that various support faculty should no longer have tenure, yet the "C" classification of community college faculty was not mentioned in the report, despite the UHCCs being the majority of the UH system. This exclusion of the community college faculty classification is further proof of a biased and incomplete review process.
3. This report disregards the fact that while it may not be the primary duty of non-instructional faculty, many of them participate in classroom instruction. If they are not instructors in the classroom, they are teaching students every day through their role at their respective campuses. Non-instructional faculty are subject matter experts in their professions which require advanced degrees to serve the needs of students with disabilities, student development, student identity, student exploration of careers and majors, first-year students, returning adult students, mental health, instructional design, library science, and more. Advanced degrees in these professions are not typically held by instructional faculty, as they are subject matter experts in their own areas of expertise and rely on non-instructional faculty to meet student needs in these areas.

4. The report overreaches. It went beyond the scope that the regents asked for at the February 2021 meeting, which specifically asked for a review to investigate the issue of tenure (history, purpose); look outside of UH (evolution of, current views and developments on tenure), and at UH itself (the current process, criteria, and decision making on tenure). With no input from the various governing bodies within the UH system, the report suggested a number of sweeping recommendations to reform tenure without investigating the issues of tenure. The report fails to provide data or explicitly state how the proposed changes might improve the tenure classification system.
5. Community College faculty will be required to shift their focus to research, which inherently takes away from the essential services that both instructional and non-instructional faculty provide.
6. Considering the way COVID-19 has adversely impacted our resources, every campus is functioning at a deficit due to hiring freezes, with many people on campus performing additional duties that would have normally been the responsibility of additional employees. The report ignores the detrimental and difficult conditions that non-instructional faculty have been laboring under during the pandemic and recommends that support services to students that are provided by non-instructional faculty be reduced, which is of particular importance at the community college level, where the student population requires more support.
7. Community colleges and support staff are critical to State initiatives like [55 by '25](#) that emphasize the importance of post-secondary education that often begins at the two-year institutions. The pandemic has only highlighted the disparities between college-graduate and high school graduates; thus post-secondary education that includes college and career counseling provided by our non-instructional faculty is critical to the economic and social health of our State.
8. The periodic review process is proposed to be modified and would involve administration approval, which deviates from the faculty-driven developmental process that is supported by the Hawaii Labor Relations Board.
9. The report does not address the issue that tenured faculty have a contract with the University and fails to address the legal questions, challenges, and exorbitant legal costs that would arise from such sweeping and poorly reviewed recommendations.

For these reasons stated previously, Pūko‘a no nā ‘Ewa Council emphatically opposes the Tenure Task Force’s report, resolution, and recommendations. Our Council urges the University of Hawai‘i Board of Regents to also oppose the Tenure Task Force’s report in its entirety.

Me ka ‘oia‘i‘o,

Anna Pi‘ikea Hardy-Kahaleoumi  
Associate Professor, CC - Native Hawaiian Counselor  
Pūko‘a no Nā ‘Ewa Council, Chair

Christopher J. Pokipala

Assistant Professor, CC - Counselor  
Pūko‘a no Nā ‘Ewa Council, First Vice Chair

Erin Thompson  
Professor, CC - Coordinator

Eileen Cain, Ph.D.,  
Associate Professor, CC - English

Adam K. Halemano, Jr.  
Institutional Assessment Specialist

Aaron Kaleikūkamakani Ruiz  
Assistant Professor, CC - Counselor

Sania Fa’amaile Betty P Ickes, PhD  
Associate Professor, CC - History

Annemarie Paikai  
Instructor, CC - Hawai‘i-Pacific Resources Librarian

Eiko Kosasa, Ph.D.  
Associate Professor CC - Political Science  
Chair - Social Sciences Division

Tracie Ku‘uipo Losch  
Professor, CC - Hawaiian Studies

Genai U‘ilani Keli‘ikuli  
Associate Professor, CC - Hawaiian Studies

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## testimony: Strong opposition to the dismantling of tenure

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Richard C. Rath <rrath@hawaii.edu>  
To: bor.testimony@hawaii.edu

Wed, Oct 20, 2021 at 1:04 AM

### Board of Regents Virtual Meeting Thursday, Oct. 21, 2021

To the Regents:

I am writing as a tenured faculty member in the Department of Ethnic Studies at UH Mānoa, to explain the role tenure has played in making the UH system the resource to the state that it is, and how we -- meaning faculty, administrators, students, parents, community members, and a more visionary version of the Democratic Party -- created a Research I university out of a college designed to train plantation workers.

With the support of the Democratic Party, students and their local communities, along with faculty and the administration, brought Hawai'i's higher education out from the vocational training center that the plantations and business world wanted to keep and into the realm of university education proper, where all knowledge is on the table, not just that approved by corporate interests and state officials.

Turning away from the Research I University and backward toward a re-tooled plantation-era vocational school designed to train a workforce of technocrats and service professionals efficiently will destroy UH Mānoa as the flagship university of the Islands, Hawaiian and beyond. The Regents have made clear that they intend to pursue this self-destructive right-wing fueled path through the dismantling of much of the tenure system and tying faculty job security and advancement to student enrollments and credit hours taught. Ethnic Studies stands with retaining our tenure system for all faculty. We refuse the Regent's invitation to be divided into interest groups according to I, E, R or any other designation. An injury to one of us is an injury to all.

Let's next address the supposedly empirical markers of success: credit hours taught and student enrollments per faculty. I say supposedly for two reasons. One is that these markers are just convenient cover for the Regents making a power grab to take away the last semblance of faculty governance, one of the cornerstones to the success of a Research I institution. The PIG proposes a clearly defined set of powers taken from faculty and administrative governance and granted in a much vaguer form to the Regents, and attached only loosely to these supposed empirical markers. This changes the limited and clearly marked self-governance that faculty use to insure the quality of the research and educating that we do to a vague set of powers granted to Regents so that the faculty -- I, R, and E -- are beholden for their jobs to an arbitrary power with an interest in returning to plantation era vocational education.

Second, a university is not a corporation producing the most units of knowledge at the least cost per unit. Class enrollments and instruction hours correlate inversely to student success. Countless studies and common sense show definitively that students learn better in the nurturing environment provided by smaller, not bigger and necessarily impersonal high-enrollment classes. Teaching more credit hours does not make for a better education, it is a disservice to the students and takes away valuable research time from faculty for no measurable or qualitative gain. It encourages prepackaged course content that is

repeated without the research and attention that we put into keeping our syllabi and courses up to date, intellectually stimulating, and challenging. The sort of success shown by the PIG's proposed markers is like the skill of taking multiple choice question exams. It is a skill one would learn in such a school, but not a very useful one beyond that.

Clearly, a Research I university is based on research in all departments, not just STEM. We are a faculty on the forefront of scholarship, regularly publishing if we hope to obtain tenure and promotions under the current system. Research is a key component of our workload and what the Regents propose is to loot that, pour it into supposedly more efficient but proven to be less effective teaching to "get one's money's worth" while killing off the very feature of the university that creates the most valuable returns, not just economically but socially and culturally. Often, our research turns up problems in Hawai'i's economy and governance, and tenure provides a secure place from which to explore problems without government serving as proxy censors for offshore corporate investors. A healthy government and economy as well as healthy communities depend on this sort of knowledge not getting shut down because it inconveniences the current government to address its own flaws. We say no to the lobbyists pushing the right-wing agenda of dismantling universities on our lawmakers, and we say no to relocating faculty governance to Regents' whims and a model of university-as-corporation that is bankrupt on all fronts.

Sincerely,

Richard C. Rath

Associate Professor of Ethnic Studies

University of Hawai'i at Mānoa.

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Richard C. Rath

Associate Professor, Department of Ethnic Studies

University of Hawai'i at Mānoa

## Public Testimony Form - University of Hawaii Board of Regents

*Please provide your testimony on this form for the next University of Hawaii Board of Regents meeting. Make sure you include all the requested information so that the Board of Regents is able to clearly understand the testimony provided.*

Your Name (required) \*

Sara Maaria Saastamoinen

Your Organization (optional)

Graduate Student Organization, University of Hawai'i at Mānoa

Your e-mail address (in case we need to reach you) \*

gsoaa@hawaii.edu

Board of Regents Agenda Item (required) \*

BOR VII.B. Final Report and Dissolution of the Tenure Permitted Interaction Group

Your Position (required) \*

Oppose

Your Testimony/Comments

The Executive Council of the Graduate Student Organization (GSO) of the University of Hawai'i at Mānoa OPPOSES Board of Regents Resolution 21-06 and the proposed revisions to RP 9.201, RP 9.202, and RP 9.213. We provide our written testimony in the attached document.

Your Testimony (pdf or word)

[2021.10.20 GSO EC Testimony to BOR OPPOSING Resolution 21-06.pdf](#) (348.2 kB)



October 20, 2021

TO: Randolph Moore, Chair  
University of Hawai'i Board of Regents

CC: David Lassner, CEO & President  
University of Hawai'i System

Michael Bruno, Provost  
University of Hawai'i at Mānoa

FROM: Sara Maaria Saastamoinen   
Academic Affairs Chair on behalf of the Executive Council,  
University of Hawai'i at Mānoa Graduate Student Organization

**RE: University of Hawai'i at Mānoa Graduate Student Organization Executive Council Testimony  
Opposing Board of Regents Resolution 21-06**

The Executive Council of the Graduate Student Organization (GSO) of the University of Hawai'i at Mānoa OPPOSES Board of Regents Resolution 21-06 and the proposed revisions to RP 9.201, RP 9.202, and RP 9.213. We support the testimony to the University of Hawai'i Board of Regents (BOR) provided by the Mānoa Faculty Senate (MFS) Senate Executive Committee (SEC) on October 11, 2021, disagreeing with both the findings and recommendations of the Tenure Permitted Interaction Group (PIG).

In establishing the original charge of the PIG in the February 18, 2021 BOR meeting, then-Chair Benjamin Kudo noted that the PIG would “also include representatives of the major stakeholders concerned with tenure.” Then-Vice-Chair Randolph Moore noted that the PIG “will contain a wide spectrum of members with diverse backgrounds that will allow various perspectives to be brought forward.” We argue that graduate students are major stakeholders in any decisions to significantly change the tenure structure and whose perspectives should be considered prior to making any recommendation. In not consulting with the GSO during their process, the PIG failed to engage with all major stakeholders and seek various perspectives.

As PIG member Christian Fern, Executive Director of the University of Hawaii Professional Assembly, notes in his dissenting opinion, “Tenure provides the essential conditions and optimal environment for faculty to educate students, to pursue research and innovation, and to draw upon evidence-based conclusions that are free from undue political interference or corporate pressure.” As graduate students, we echo this sentiment. The granting of tenure allows faculty members to research, write, create, teach, and mentor without pressure from political, corporate, and other entities whose interests could subvert the ability of the faculty to carry out the mission of the University of Hawai'i to “provide environments in which faculty, staff and students can discover, examine critically, preserve and transmit the knowledge, wisdom, and values that will help ensure the survival of present and future generations with improvement in the quality of life.”<sup>1</sup> If UH is to fulfill its mission, then tenure must be supported fervently by the BOR as a

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<sup>1</sup> *About the University of Hawai'i*. University of Hawai'i, 19 July 2021, [www.hawaii.edu/about-uh](http://www.hawaii.edu/about-uh). Accessed 18 Oct. 2021.

critical cornerstone of freedom of thought, inquiry, and expression for faculty and thereby, the students they teach, mentor, and support. As graduate students, our ability to conduct research, including for our theses and dissertations, as well as our ability to serve as teaching assistants providing a crucial service to the university, is contingent upon having faculty members who can supervise our work and mentor us without fearing political retribution because of the subject matter being researched or taught.

Do not cut away one of the critical structural supports allowing students and faculty to work diligently to fulfill the mission of the university. We ask the BOR to vote “no” on Resolution 21-06 and the proposed RP amendments.

Sincerely,

Graduate Student Organization Executive Council, University of Hawai'i at Mānoa



## Permitted Interaction Group (PIG)

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**SAKAGUCHI** <annsakag@hawaii.edu>  
To: bor.testimony@hawaii.edu

Wed, Oct 20, 2021 at 8:24 AM

Dear Chair Moore and BOR members,

I respectfully submit the attached testimony in response to the *Report of the Permitted Interaction Group on Tenure* dated September 10, 2021, i.e. Item VII-B on the BOR agenda.

Thank you in advance for your time in considering my testimony.

Sincerely,  
Ann



**Oct2021\_Testimony on PIG\_SAKAGUCHI.pdf**  
198K



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MĀNOA

College of Social Sciences  
Department of Anthropology

October 20, 2021

Randall Moore, Chair  
University of Hawaii System  
Office of the Board of Regents

Dear Chair Moore and BOR members,

I am a tenured faculty specialist in the Department of Anthropology in the College of Social Sciences. This written testimony is in **strong opposition** to the *Report of the Permitted Interaction Group on Tenure*, dated September 10, 2021. I ask that you vote "NO" and shelve the Report as others have stated.

The late UHPA Associate Executive Director John Radcliffe once said, "everything in Hawaii is political except for politics which is personal." This, unfortunately, is the reality of the UH and the environment that faculty work in. S.R. No. 166 S.D.1(2021) and S.C.R. 201 H.D.1 S.D.1(2021) are prime examples of this. In order that faculty can focus on the work they have been hired to do to the best of their abilities without *external influence* (per WASC Handbook of Accreditation 2013, CFR 1.5) tenure protection is essential.

I would like to also share a personal story of why tenure is also important for non-instructional faculty, which the BOR might not have considered. I was recruited as a specialist more than 30 years ago and came up the ranks. Most of my duties as a specialist involved curriculum development and program administration activities at the school/college, outreach, and campus-wide levels. I have generated millions of dollars in grants and contracts. In my current position as PI of a training program that was established with federal funding, I have nearly a hundred online and face-to-face courses in public health preparedness and disaster management. This program is the sole nationally recognized program for trainings in chemical, biological, radiological, nuclear, and explosive (CBRNE) events in the State of Hawaii. My brochures and catalogs were passed to a funding agency **without my knowledge** in the university's effort to show "expertise" in CBRNE trainings for a new program that would generate tens of millions of dollars. Had I not been tenured, I would not have been able to stand firmly against the former administrator and the later attempted hostile takeover of my work.

As a final note, periodic reviews should be performed by faculty peers. The administration cannot be expected to know the fine details of every field. Currently, the criteria for periodic reviews are proposed by the department's faculty, then reviewed and approved by the school/college, VCAA and UHPA. As such, a robust process for periodic reviews already exists.

Thank you in advance for considering this written testimony.

Respectfully,

A handwritten signature in black ink, appearing to read "Ann M. Sakaguchi".

Ann Sakaguchi, MPH, PhD  
Specialist, Anthropology  
Director, Pacific EMPRINTS

2424 Maile Way, Honolulu, Hawaii 96822-2223  
Telephone: (808) 956-8415  
Fax: (808) 956-4893

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## Public Testimony Form - University of Hawaii Board of Regents

*Please provide your testimony on this form for the next University of Hawaii Board of Regents meeting. Make sure you include all the requested information so that the Board of Regents is able to clearly understand the testimony provided.*

Your Name (required) \*

Daniel D Suthers

Your Organization (optional)

Dept of ICS, University of Hawai'i at Manoa

Your e-mail address (in case we need to reach you) \*

suthers@hawaii.edu

Board of Regents Agenda Item (required) \*

BOR VII.B. Final Report and Dissolution of the Tenure Permitted Interaction Group

Your Position (required) \*

Oppose

Your Testimony/Comments

I am Professor in the Department of Information and Computer Sciences at UH Manoa. Although some of the changes recommended by PIG are reasonable updates to the language of the relevant document, I am opposed to the elimination of Research faculty, and am concerned about the apparent misunderstanding of the role of research and tenure at an R1 university. Research faculty are tenured at other R1 universities. (My own PhD advisor at the University of Massachusetts, a comparable institution, is herself a tenured research faculty.) They play an important role in major research institutions, being able to focus entirely on the research, while us instructional faculty must split our time and attention. Most importantly, regardless of whether we speak of I or R faculty, we need to understand that tenure is not simply a form of individual job security: it is the protection of the right of a community, and indeed society, to produce new knowledge.

Your Testimony (pdf or word)

No file attached

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## Actions

Close

Export

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**OPPOSITION TO REPORT OF PERMITTED INTERACTION GROUP ON TENURE, BOR POLICIES: RP9.201, RP9.202, RP9.213**

1 message

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**Ty Tengan** <ttengan@hawaii.edu>  
To: BOR Testimony <bor.testimony@hawaii.edu>

Wed, Oct 20, 2021 at 8:21 AM

October 20, 2021

To: Randolph G. Moore, Chair of the UH Board of Regents  
From: Ty P. Kāwika Tengan, Chair, Department of Ethnic Studies

Re: OPPOSITION TO REPORT OF PERMITTED INTERACTION GROUP ON TENURE,  
BOR POLICIES: RP9.201, RP9.202, RP9.213

Dear Chair Moore and Members of the Board of Regents:

The Department of Ethnic Studies (ES) at UH Mānoa opposes in the strongest possible terms the proposal of the Permitted Interaction Group (PIG) to dismantle the current well-defined tenure system and eliminate the critical categories of Specialists, Researchers and Extension Agents.

Specialists ensure the success of our students and the ability of our department to serve Hawai'i's communities, Researchers attract critical extramural funds during times when general funds are redirected away from the university, Extension Agents, fulfill the mission of the University of Hawai'i as a land grant college, providing adult education, especially in rural communities regarding farming and ranching. We support the views expressed in the dissenting opinion of Task Group member Christian Fern, particularly his call to cultivate respectful conversations with faculty that center our students rather than participate in politically motivated attacks coming from outside of the university.

The Department of Ethnic Studies was established in 1970 under the motto "Our History, Our Way" as a response to Native Hawaiian and other multiethnic community members' demands that UH provide a top-tier education supporting the needs and aspirations of our island state's Native Hawaiian and multi-ethnic working-class peoples. This was part of a broader post-statehood struggle led by the Democratic party to address a racially stratified system that provided only vocational training and most local students were unable to leave Hawai'i to receive a college or graduate level education. The transformation of our university relied then, as it does now, upon the protection of academic freedom for tenured faculty members who are able to conduct research on and speak out against racism and inequality while training the next generation of students to work for a more just Hawai'i. The combined proposed changes of the PIG would undermine the ability of UH-Mānoa, to live up to its mission as an R-1 university and downgrade its national and international standing. Community and labor leaders, through the legislature, led Hawai'i out of a plantation era where the educational and professional aspirations of the Native Hawaiian and multi-ethnic working peoples were limited by the white oligarchy. Their strategy focused on directing general

fund resources to the University of Hawai'i to both serve all of our island communities with an excellent community college system and provide the best undergraduate and graduate level research opportunities possible, by developing a top-ranking R1 university at Mānoa. Acceptance of the PIG recommendations would reverse this progress, reaffirming the dire assessment made years ago by the late ES professor Marion Kelly—that UH is (still) the last plantation.

Among our ranks we have a Specialist who teaches courses and coordinates the College of Social Sciences civic engagement program that offers service-learning and internship opportunities for our students. This includes tutoring in K-12 schools, organizing local hotel workers, supporting Native Hawaiian and Pacific Islander organizations, and caring for cultural and environmental sites. This Specialist, like many others across our campus, ensures student success and advancement into meaningful careers that will contribute to a better future for our Islands. Maintaining Specialists is also a matter of equity as one of our faculty members who sits on the system-wide Pamantasan Council supporting our Filipino students has reported that a disproportionate number of Filipino faculty occupy such positions. The dissolution of this category and its tenure protections would thus have a particularly detrimental impact upon our Filipino faculty and students.

If there is anything positive to come of the PIG report, it is that the BOR now has more than enough testimony to not only reject the Task Group's recommendations, but more importantly to engage in a thoughtful and responsive dialogue with faculty, students, and community members on how best to serve Hawai'i. The Department of Ethnic Studies looks forward to helping the BOR reimagine our future, our way.

--

Ty P. Kāwika Tengan  
Associate Professor, Departments of Ethnic Studies and Anthropology  
Chair, Department of Ethnic Studies  
Program Coordinator, M.A. in Applied Cultural Anthropology in Hawai'i, the Pacific, and Asia, Department of Anthropology  
Pronouns: he/him/his  
University of Hawai'i at Mānoa  
Ph: (808) 956-5144/956-7831  
Email: [ttengan@hawaii.edu](mailto:ttengan@hawaii.edu)

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 **ES\_BOR\_Oppose\_PIG\_Report\_Oct20.pdf**  
124K



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College of Social Sciences  
Department of Ethnic Studies

October 20, 2021

To: Randolph G. Moore, Chair of the UH Board of Regents  
From: Ty P. Kāwika Tengan, Chair, Department of Ethnic Studies  
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TENURE, BOR POLICIES: RP9.201, RP9.202, RP9.213

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Honolulu, Hawai'i 96822-2287  
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Fax: (808) 956-9494  
ethnicstudies.manoa.hawaii.edu

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Your Name (required) \*

Ty Tengan

Your Organization (optional)

Department of Ethnic Studies, UHM

Your e-mail address (in case we need to reach you) \*

ttengan@hawaii.edu

Board of Regents Agenda Item (required) \*

BOR VII.B. Final Report and Dissolution of the Tenure Permitted Interaction Group

Your Position (required) \*

Oppose

Your Testimony/Comments

October 20, 2021

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From: Ty P. Kāwika Tengan, Chair, Department of Ethnic Studies

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[Your Testimony \(pdf or word\)](#)

[ES BOR Oppose PIG Report Oct20.pdf \(126.8 kB\)](#)



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College of Social Sciences  
Department of Ethnic Studies

October 20, 2021

To: Randolph G. Moore, Chair of the UH Board of Regents  
From: Ty P. Kāwika Tengan, Chair, Department of Ethnic Studies  
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## Copy of Testimony from GSO Submitted via Website for 10/21/21 Agenda Item VII.B.

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**GSO Academic Affairs Chair** <gsoaa@hawaii.edu>  
To: bor.testimony@hawaii.edu

Wed, Oct 20, 2021 at 7:57 AM

Aloha,

The Executive Council of the Graduate Student Organization of the University of Hawai'i at Mānoa OPPOSES Board of Regents Resolution 21-06 and the proposed revisions to RP 9.201, RP 9.202, and RP 9.213. We submitted the attached written testimony for agenda item VII.B. Final Report and Dissolution of the Tenure Permitted Interaction Group via the website link and send this copy via email for our records.

Sincerely,

Sara M. Saastamoinen  
Academic Affairs Chair, Graduate Student Organization  
M.A. Student, Department of Political Science  
University of Hawai'i at Mānoa  
[gsoaa@hawaii.edu](mailto:gsoaa@hawaii.edu) | [sarasaas@hawaii.edu](mailto:sarasaas@hawaii.edu)  
Pronouns: she, her

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 **2021.10.20 GSO EC Testimony to BOR OPPOSING Resolution 21-06.pdf**  
340K



October 20, 2021

TO: Randolph Moore, Chair  
University of Hawai'i Board of Regents

CC: David Lassner, CEO & President  
University of Hawai'i System

Michael Bruno, Provost  
University of Hawai'i at Mānoa

FROM: Sara Maaria Saastamoinen   
Academic Affairs Chair on behalf of the Executive Council,  
University of Hawai'i at Mānoa Graduate Student Organization

**RE: University of Hawai'i at Mānoa Graduate Student Organization Executive Council Testimony  
Opposing Board of Regents Resolution 21-06**

The Executive Council of the Graduate Student Organization (GSO) of the University of Hawai'i at Mānoa OPPOSES Board of Regents Resolution 21-06 and the proposed revisions to RP 9.201, RP 9.202, and RP 9.213. We support the testimony to the University of Hawai'i Board of Regents (BOR) provided by the Mānoa Faculty Senate (MFS) Senate Executive Committee (SEC) on October 11, 2021, disagreeing with both the findings and recommendations of the Tenure Permitted Interaction Group (PIG).

In establishing the original charge of the PIG in the February 18, 2021 BOR meeting, then-Chair Benjamin Kudo noted that the PIG would “also include representatives of the major stakeholders concerned with tenure.” Then-Vice-Chair Randolph Moore noted that the PIG “will contain a wide spectrum of members with diverse backgrounds that will allow various perspectives to be brought forward.” We argue that graduate students are major stakeholders in any decisions to significantly change the tenure structure and whose perspectives should be considered prior to making any recommendation. In not consulting with the GSO during their process, the PIG failed to engage with all major stakeholders and seek various perspectives.

As PIG member Christian Fern, Executive Director of the University of Hawaii Professional Assembly, notes in his dissenting opinion, “Tenure provides the essential conditions and optimal environment for faculty to educate students, to pursue research and innovation, and to draw upon evidence-based conclusions that are free from undue political interference or corporate pressure.” As graduate students, we echo this sentiment. The granting of tenure allows faculty members to research, write, create, teach, and mentor without pressure from political, corporate, and other entities whose interests could subvert the ability of the faculty to carry out the mission of the University of Hawai'i to “provide environments in which faculty, staff and students can discover, examine critically, preserve and transmit the knowledge, wisdom, and values that will help ensure the survival of present and future generations with improvement in the quality of life.”<sup>1</sup> If UH is to fulfill its mission, then tenure must be supported fervently by the BOR as a

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<sup>1</sup> *About the University of Hawai'i*. University of Hawai'i, 19 July 2021, [www.hawaii.edu/about-uh](http://www.hawaii.edu/about-uh). Accessed 18 Oct. 2021.

critical cornerstone of freedom of thought, inquiry, and expression for faculty and thereby, the students they teach, mentor, and support. As graduate students, our ability to conduct research, including for our theses and dissertations, as well as our ability to serve as teaching assistants providing a crucial service to the university, is contingent upon having faculty members who can supervise our work and mentor us without fearing political retribution because of the subject matter being researched or taught.

Do not cut away one of the critical structural supports allowing students and faculty to work diligently to fulfill the mission of the university. We ask the BOR to vote “no” on Resolution 21-06 and the proposed RP amendments.

Sincerely,

Graduate Student Organization Executive Council, University of Hawai'i at Mānoa



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## BOR Testimony - UH West Oahu Faculty Senate

---

**UH West Oahu - Faculty Senate** <wofacsen@hawaii.edu>  
To: bor.testimony@hawaii.edu

Wed, Oct 20, 2021 at 8:20 AM

Aloha mai kakou!

Please see attached submission of written testimony regarding Permitted Interaction Group Report on Tenure. If you have any questions or concerns regarding the attached, please let me know.

Malama Pono!

Ed

Edward Gabriel Keaunui  
Chair, Faculty Senate  
91-1001 Farrington Highway  
Kapolei, Hawaii 96707  
Email: [wofacsen@hawaii.edu](mailto:wofacsen@hawaii.edu)

***“Your attitude, not your aptitude, will determine your altitude” Zig Ziglar***



**BOR Testimony - UH West Oahu Faculty Senate.pdf**  
51K

## UH West Oahu Faculty Senate

Statement Regarding Permitted Interaction Group Report on Tenure  
October 20, 2021

The Faculty Senate of the University of Hawai'i West Oahu submits this **statement in opposition** to the Board of Regents Permitted Interaction Group Draft Resolution 21-06 "Supporting the Findings and Recommendations of the Tenure Task Group and Requesting the University of Hawai'i Administration to Facilitate the Implementation of Board Policy Revisions Through Faculty and Union Consultation."

The University of Hawai'i - West O'ahu Faculty Senate purpose is to provide both an organizational structure and formal procedures by which the faculty of the University of Hawai'i - West O'ahu can carry out its collective responsibilities with administrative colleagues in reviewing, recommending, and advising on matters of academic policy that affect the campus and also as a unit of the University of Hawai'i system. It will also promote and improve communications and mutual understanding among faculty, students, administration, and the University of Hawai'i - West O'ahu community.

The University of Hawai'i - West O'ahu Faculty Senate welcomes the work of the Board of Regents; however, the University of Hawai'i - West O'ahu Faculty Senate believes that Resolution 21-06 oversteps the purpose of the Permitted Interaction Group. We know that the BOR has received numerous testimonies against the resolution on September 16, 2021, from different campus faculty and administrators. We concur with the opposing testimony and UHPA Executive Director Christian Fern's dissenting statement. In particular, WE have six significant concerns that follow:

- NO faculty input into the information-seeking work of the group
- It is highly problematic to remove faculty from the review of faculty in the revised language
- NO mention of Community College (C) faculty in the change recommendations
- "Other scholarly articles" and "modern practices at comparable universities" mentioned by the group are vague, with no specific articles and documentation of practices cited
- WE believe that the proposals threaten WSCUC and ACCJC accreditation, which protects the UH System from undue influence and political pressure
- The negative impact on OUR ability to serve our students will be severe, with the reclassification of non-instructional faculty without tenure

The University of Hawai'i - West O'ahu Faculty Senate asks the Regents to vote against Resolution 21-06 and its associated policy revisions. In a formal capacity, we invite faculty inclusion and not just information consultation on the new Task Force in response to Senate Concurrent Resolution 201. We humbly ask that the BOR interact with our official campus Faculty Senates to request the submission of potential representative(s) names for a seat at the table. We further request that shared governance in UH's academic policy and planning with faculty be honored by involving faculty in advising and the work of the Task Force.

Signed,

Edward G. Keaunui, Chair, Faculty Senate UH West Oahu  
Rebecca Carino-Agustin  
Amy Nishimura



---

## Report of the Tenure Permitted Interaction Group

1 message

---

**Donn Viviani** <viviani@hawaii.edu>  
To: bor.testimony@hawaii.edu

Wed, Oct 20, 2021 at 12:01 AM

To the University of Hawai'i Board of Regents,

My name is Donn Viviani and I am an Instructor of Oceanography in the Math & Sciences Division at Leeward Community College. I have been in the UH system since 2006 as a graduate student at UH Manoa, postdoctoral researcher, lecturer, and now full-time community college instructor.

I am submitting this written testimony in opposition to the report of the Tenure Task Group. The report proposes eliminating tenure for faculty who are not providing direct instruction, with the exception of librarian faculty, and eliminating the current C classification for community college faculty and placing them in a category that requires research and scholarship, which would pull the instructional faculty out of the classroom. This year, the [UH system reported](#) 49,773 students, with 24,424 students enrolled in the community colleges. By those numbers, community colleges serve 49% of the students enrolled. The lack of consideration of the effect of the proposed changes on community college faculty illustrates the ill-considered, unnecessary, and slapdash nature of this report. I am asking the Board of Regents to vote no on accepting the report of the Tenure Task Group.

Regarding the report from the Tenure Task Group, I am most concerned that:

- No community college or four year institution faculty were involved in the process and discussions with the Tenure Task Group- as mentioned above, community colleges serve almost half the enrolled students in the University of Hawaii system.
- The report states that proposed changes might improve the tenure classification system, but it does not explicitly state how these proposed changes would do that, nor was any data provided to substantiate these claims.
- Community College faculty will be required to shift their focus to research, which inherently takes away from the essential services that both instructional and non-instructional faculty provide, and would require a substantial additional cost to the college as the instructional faculty would need course release time to handle this new set of requirements. For faculty in the sciences, equipment would be needed to pursue research.
- The services non-instructional faculty provide have been deemed as non-essential and not worthy of being a constant service at our colleges.
- The periodic review process is proposed to be modified, and will involve administration approval, which deviates from the faculty-driven developmental process that is supported by the Hawaii Labor Relations Board.

As an instructional faculty member, I have the following concerns:

- It has been my experience that the roles and responsibilities of non-instructional faculty members are critical to the success of students
- The roles and responsibilities of non-instructional faculty absorb various aspects of supporting students which ultimately supports my ability to focus on teaching
- The work of non-instructional faculty would not go away, and I do not have additional time nor expertise to absorb all of the duties and responsibilities that non-instructional faculty provide

- The proposal to eliminate tenure for non-instructional faculty would inherently decrease the number of positions, leading to a reduction in the quality of support services to students
- Support services to students that are provided by non-instructional faculty will be reduced, which is of particular importance at the community college level, where the student population requires more support for academic success
- Community colleges and support staff are critical to State initiatives like [55 by '25](#) that emphasize the importance of post-secondary education that often begins at the two-year institutions. The pandemic has only highlighted the disparities between college-graduate and high school graduates; thus post-secondary education that includes college and career counseling provided by our non-instructional faculty is critical to the economic and social health of our State.
- Non-instructional faculty are being disregarded as subject matter experts in their professions. These professions require advanced degrees to serve the needs of students with disabilities, student development, student identity, student exploration of careers and majors, first-year students, returning adult students, mental health, instructional design, library science, and more. Advanced degrees in these professions are not typically held by instructional faculty, as they are subject matter experts in their own areas of expertise and rely on non-instructional faculty to meet student needs in these areas.

Thank you for your time, and again I am asking that you **VOTE NO** on the report from the Tenure Task Group.

Sincerely,  
Donn Viviani  
Instructor of Oceanography  
Leeward Community College



Donn Viviani, PhD  
Oceanography  
Leeward Community College  
Math and Sciences Division, BS 106A  
96-045 Ala Ike  
Pearl City, HI, 96782

Note: It is sometimes convenient for me to send email on evenings and weekends. Please do not feel obligated to respond to this email outside of your normal working hours.



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## Report of the Tenure Permitted Interaction Group--

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Gwen Williams <gwenw@hawaii.edu>  
To: bor.testimony@hawaii.edu

Wed, Oct 20, 2021 at 12:13 AM

To the University of Hawai'i Board of Regents,

My name is Dr. Gwen Williams, and I am a Professor in Human Services and the Coordinator of the Certificate in Substance Abuse Counseling Program in the Social Science Division at Leeward Community College. I have been employed in the UH system for over 36 years. At Leeward CC we have a wonderfully holistic, wrap-around college community that functions as such due to the non-instructional faculty support as much as due to the instructional faculty. As a discipline and program coordinator and only receiving one course release each semester to do so while teaching seven courses, I couldn't imagine having to engage in research and scholarly publication along with my current demands. Our learners need a great deal of additional support as they are typically older, returning learners than those in their junior and senior years. The recommendations in this proposal are inane and need to be swiftly sent to the trash heap. Thank you for your consideration.

I am submitting this written testimony in opposition to the report of the Tenure Task Group. The report proposes eliminating tenure for faculty who are not providing direct instruction, with the exception of librarian faculty, and eliminating the current C classification for community college faculty and placing them in a category that requires research and scholarship, which would pull the instructional faculty out of the classroom. I am asking the Board of Regents to vote no on accepting the report of the Tenure Task Group.

As an instructional faculty member, I have the following concerns:

- I believe that the roles and responsibilities of non-instructional faculty members are critical to the success of our learning community
- The roles and responsibilities of non-instructional faculty absorb various aspects of supporting learners, which ultimately supports my ability to focus on teaching
- The work of non-instructional faculty should not go away, and I do not have additional time nor expertise to absorb all of the duties and responsibilities that non-instructional faculty provide
- The proposal to eliminate tenure for non-instructional faculty would inherently decrease the number of positions, leading to a reduction in the quality of support services for learners
- Support services to learners that are provided by non-instructional faculty will be reduced, which is of particular importance at the community college level, where the learner population requires more support for academic success
- Community colleges and support staff are critical to State initiatives like 55 by '25 that emphasize the importance of post-secondary education that often begins at the two-year institutions. The pandemic has only highlighted the disparities between the opportunities for college-graduates versus high school graduates; thus post-secondary education that includes college and career counseling provided by our non-instructional faculty is critical to the economic and social health of our State.
- Non-instructional faculty are being disregarded as subject matter experts in their professions. These professions require advanced degrees to serve the needs of learners with disabilities, learner development, learner identity, learner exploration of careers and majors, first-year learners, returning adult learners, mental health, instructional design, library science, and more. Advanced degrees in these professions are not typically held by instructional faculty, as they are subject matter experts in their own areas of expertise and rely on non-instructional faculty to meet learner needs in these areas.

Regarding the report from the Tenure Task Group, I am most concerned that:

- No community college or four year institution faculty were involved in the process and discussions with the Tenure Task Group
- The report appears to have gone beyond the scope of what the regents asked for at the February 2021 meeting, which was specifically to review and investigate the issue of tenure (history, purpose); look outside of UH (evolution of, current views and developments on tenure) and at UH itself (the current process, criteria, and decision making on tenure).
- The report states that the proposed changes might improve the tenure classification system, but it does not explicitly state how these proposed changes would do that, nor was any data provided to substantiate these claims
- Community College faculty will be required to shift their focus to research, which inherently takes away from the essential services that both instructional and non- instructional faculty provide, and would require a substantial additional cost to the college as the instructional faculty would need course release time to handle this new set of requirements
- The services non-instructional faculty provide have been deemed as non-essential and not worthy of being a constant service at our colleges
- The periodic review process is proposed to be modified, and will involve administration approval, which deviates from the faculty-driven developmental process that is supported by the Hawaii Labor Relations Board

Thank you for your time, and again I am asking that you VOTE NO on the report from the Tenure Task Group.

Gwen Williams PhD, LCSW, DCSW  
Professor in Human Services  
Coordinator of the Certificate of Competence  
in Substance Abuse Counseling Program

*Pronouns: she/her/hers (What's this?)*

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## Public Testimony Form - University of Hawaii Board of Regents

*Please provide your testimony on this form for the next University of Hawaii Board of Regents meeting. Make sure you include all the requested information so that the Board of Regents is able to clearly understand the testimony provided.*

Your Name (required) \*

Sarah Yuan

Your Organization (optional)

Center on the Family

Your e-mail address (in case we need to reach you) \*

cwlau@hawaii.edu

Board of Regents Agenda Item (required) \*

BOR VII.B. Final Report and Dissolution of the Tenure Permitted Interaction Group

Your Position (required) \*

Oppose

Your Testimony/Comments

Dear Regents:

I'm writing to express my strong opposition to the recommendations of the Tenure Permitted Interaction Group (PIG).

The UHPA Executive Director's Letter of Dissenting Opinion clearly pointed out that the PIG's report and the resolution 21-06 are based on "erroneous, preconceived notions about tenure." Many testimonies explained why the process and conclusion PIG had are faulty and would bring severe consequences that hurt the university's mission in teaching, research and service. The success of UH-Manoa as a land-sea-space-sun

grant university and Research I Doctoral university is built on a sound tenure system that attracts the best faculty who commit to the long-term future of people and communities in Hawaii.

I'm a tenured specialist with the Center on the Family at UH-Manoa. My work has been focused on conducting translational research, building the capacity of organizations and people through education outreach, and serving national and local communities with my expertise. My extramural-grant-funded projects have not only supported graduate students financially but enhanced their graduate education experiences and trained them necessary skills to be successful in their future careers. My colleagues with the Corporate Extension have testified the important roles specialist and agents play in the success of the university's mission. I urge that you consider all the testimonies carefully and invest the time and efforts needed to the issue of tenure for the benefit of the university and the people it serves.

Thank you for the opportunity to testify.

[Your Testimony \(pdf or word\)](#)

No file attached

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